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PEDAGOGY
Instructional Planning
(Study Material)

What is Pedagogy?

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community – it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community, confidence in the quality of learning and teaching in the school.

Why is it important?

Pedagogy is the "how" the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences.

What are the methods of teaching?

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

Pedagogic strategy

Definition: Pedagogic Strategies can be defined at 3 levels:

1. General instructional designs
2. Designs applied to a teaching/learning unit (e.g. a lesson or a course module)
3. Pedagogic methods that are part of a wider design (e.g. of a pedagogic strategy as defined here) and that we discuss elsewhere.

Important notice: Schneider doesn't feel very sure how to distinguish pedagogic strategies from what he calls instructional design models. Here is a provisional distinction:

1. Pedagogic strategies refer to a general abstract teaching method. They can influence instructional design models.
2. Instructional design models refer to more precise instructional designs (based on some more explicit teaching and learning goals). A model can (but must not) implement several kinds of pedagogic strategies and methods.

Alternative entry points:

1. Instructional design models (It might be good idea to merge at some point these articles, but then it's sometimes a good idea to look at a similar problem with different instrumentation ...)
2. Teaching style (models that focus on the classroom teacher)

Firstly pedagogic strategies (at least the ones discussed in instructional design) are based on general learning theoretical concepts, e.g. Behaviorism, Cognitivism, Constructionism, Constructivism, Socio-constructivism, Situated learning, etc. Learning theorists often also address pedagogical issues. There is an overlap between theories that explain how people learn and how one could bring people to learn. This is particularly true regarding larger families of thought like constructivism.

Second, design of strategies draws a lot from general pedagogical theory, but also from specialized research (disciplinary didactics, school vs. vocational training etc.).

Third, educational technology has been a driving force to develop new strategies, with the basic assumption that educational technologies can facilitate pedagogical scenarios.

Ruth Clark four instructional architectures:

According to Merrill (2002), Ruth Clark (1998) suggests four different instructional architectures (*receptive, directive, guided discovery, and exploratory*) that he calls instructional style.

In the context of educational technology:

1. **Receptive instruction** is characterized by a lecture or an Internet site where the student is merely provided with information.
2. **Directive instruction** is characterized by a computer-based tutorial where information is presented, the student responds, feedback is provided and this tutorial learning cycle is repeated.
3. **Guided Discovery** is characterized by a computer simulation that allows the student to manipulate some device or environment.
4. **Exploratory instruction** is characterized by an open learning environment in which the student is provided a rich, networked database of information, examples, demonstrations, and exercises from which the student can select whatever is appropriate to their current needs and mental models.

CONTENT COMPREHENSION STRATEGIES

When we focus on the appropriate pedagogical approaches for teaching/learning subject matter content in the curriculum for English Learners, it is important to remember that:

1. Learning in subject areas requires different comprehension skills:
 - (a) Technical vocabulary
 - (b) Limited contextual cues
 - (c) Time periods and sequencing of events
 - (d) Structural texts: graphs, symbols, maps, diagrams
 - (e) Higher readability level texts
 - (f) Expository material vs. story structure

We can also help our students build strategies for developing content vocabulary:

- (a) Direct, concrete experiences. (Rich experiences yield rich vocabulary.)
- (b) Visual experiences (videos, films, pictures, photos, pictorials)
- (c) Understanding context in which words appear (multiple meanings, cultural differences)
- (d) Word studies (dictionaries, word banks, semantic maps)

- (e) Teach content and language (obligatory and compatible language).
- (f) Create own graphic formats, and label parts and describe functions.
- (g) Use content vocabulary in daily writings (journals, logs).

We can, however, teach our students strategies for using material beyond students' reading level:

- (a) Tape-record selected passages.
- (b) Read aloud passages (teacher, aide, peer, volunteer).
- (c) Provide concrete background experiences prior to reading text.
- (d) Direct students to read for certain purpose (chunking material).
- (e) Use questioning and teacher guidance (study guides).
- (f) Organize information by main ideas.
- (g) Model how to learn from text: skim, scan, browse, and tab pages.
- (h) Model how ideas and text are bound together: format and reference guides.
- (i) Describe graphic formats: graphs, time lines, charts, tables, and diagrams.
- (j) Consult with peers.

Explain text structures in content materials:

- (a) Cause and effect (reasons with results; actions with consequences) Cues: because, therefore, since, however
- (b) Compare/contrast (likenesses and differences between people, places, events, objects, concepts)
Cues: but, also/in addition, nevertheless, in contrast
- (c) Time order (sequential relationships of ideas over time)
Cues: before, after, then, follow/following, at last
- (d) Simple listing (events and facts)

Questions & Questioning Strategies:

Teacher questions can serve a variety of purposes:

- (a) Classroom Management
- (b) Concept Reinforcement
- (c) Thinking Stimulation
- (d) Interest Generation n Mind-Set Development

Productive questions help teachers build a bridge between learning activities and student thinking. According to Mary Lee Martens (1999), productive questions help learners:

- (a) Focus their attention on significant details, events, and processes.
- (b) Become more precise while making observations.
- (c) Analyze, classify, categorize, and evaluate.
- (d) Explore properties/characteristics/features of the unfamiliar.
- (e) Make predictions.
- (f) Plan and implement responses to problems or dilemmas.
- (g) Think about experiences and construct ideas that make sense to them.

The questions that we ask, how we ask them, and how we teach students to ask their own questions can significantly increase English Learner engagement, as well as their language and academic learning. Certain types of questions, for example, can encourage up to a 40% increase in divergent responses from students. Divergent thinking is a critical factor in problem-solving and for learning that demands creativity. The quality and nature of the questions posed also impacts the quality of verbal interaction among students and between students and teacher.

Instructional Planning – MCQs

Write the correct answer:

1. The word 'administration' as the _____ root 'minister' suggests means service, i.e., work dedicated to the good of others.
(a) Arabic (b) Latin
(c) Urdu (d) Persian
2. "Educational administration is the process of the utilizing appropriate materials in such a way as to promote effectively the development of human qualities" defines:
(a) Russell T. Gregg
(b) S.M. Diwekar
(c) Raymond E. Miles
(d) None of these
3. "The striking difference between the administration of education and that of other business lies in the fact that the former is a human process very much influenced and controlled by various factors such as the philosophical, psychological, sociological, historical and political in the words of _____
(a) Raymond E. Miles
(b) Russel T. Gregg
(c) S.M. Diwekar
(d) None of these
4. According to Lazarsfield, all administrators are faced with the tasks:
(a) The administrator must fulfil the goals of the organization
(b) The administrator must make use of lithe people in fulfilling these goals not as if they were machines but rather in a way enthuse their initiative and creativity
(c) The administrator must also face the humanitarian aspects of the job. He should make the people who work for him. This is 'moral' the idea that under suitable conditions people will do better work than they will under unsuitable conditions
(d) The administrator must try to build in his organization provisions for innovations, for change and for development. In a changing world, people must adapt themselves to changing conditions.
(e) All of the above
5. A good administration is one which exhibits human activity at its best. The ingredients of good administration are:
(a) Associated performance
(b) Organized purpose
(c) Creativity
(d) Achievement
(e) All of the above
6. The fundamental purpose is to bring students and teachers together under such conditions as well successfully promote the end of education. The major purposes are:
(a) To frame well defined policies and programmes that teaching learning situations resultantly growth and development of human beings.
(b) To make use of appropriate materials to bring about the effective development of human qualities.
(c) To execute the programmes and activities of the organization so that its objectives may be achieved.
(d) To assure the growth of children and adults and all the people involved in the management.
(e) All of the above

7. **Achievement Goals means:**

- (a) Educational Administration is not a goal in itself. It is the means to achieve goals.
- (b) The administrative setup should see that human material resources are economically used to achieve maximum benefit.
- (c) Both (a) & (b)
- (d) None of these

8. **Educational Economy means:**

- (a) Educational Administration is not a goal in itself. It is the means to achieve goals.
- (b) The administrative setup should see that human material resources are economically used to achieve maximum benefit.
- (c) Both (a) & (b)
- (d) None of these

9. From the standpoint of economic development law many factors are of basic importance:

- (a) Natural resources
- (b) Physical capital
- (c) Human resources
- (d) All of the above

10. _____ considered administration is to plan, to organise, to command, to coordinate and control education:

- (a) Raymond E. Miles
- (b) Russel T. Gregg
- (c) S.M. Diwekar
- (d) Fayol

11. Communicating is a process by which directing information, ideas, explanations and questions are transmitted from person to person, or from group to group. There are three channels of communication process:

- (a) Upward Communication from teachers to the principals district officials and the directorate, etc.
- (b) Horizontal communication which runs along the same level of workers and enables the

colleagues to be conversant with activities of the organization.

- (c) Downward Communication, where the flow of communication ideas, suggestions and commands, is from senior officers to their juniors.
 - (d) All of the above
12. Principles of Democratic Administration are:
- (a) Principle of Sharing Responsibility
 - (b) Principle of Equality
 - (c) Principle of Freedom
 - (d) Principle of Justice
 - (e) Principle of Recognition of Individual Effort
 - (f) Principle of Planning
 - (g) Principle of Flexibility
 - (h) Principle of Dynamism
 - (i) Principle of Human Relations
 - (j) Principle of Maintenance of Standards of Efficiency
 - (k) Principle of Leadership
 - (l) Principle of Appreciation
 - (m) Principle of Evaluation
 - (n) Principle of Research
 - (o) All of the above
13. Types of Educational Administration are:
- (a) Autocratic (b) Democratic
 - (c) Laissez-Faire
 - (d) All of the above
14. Nearer to us in time and better known to most of us are the ideas and concepts that underlay the establishment of the reputed civil services of Europe and Great Britain in the nineteenth century. Two key notions provided the essential rationale for civil services are:
- (a) The idea that administration is an activity that can be studied and taught separately from the content of what is being

- administered.
- (b) The belief that decisions about the policies and purposes of government belong to the realm of political action, but these decisions are best implemented by civil servants whose jobs are not dependent on the whims of politicians and who are free to develop good administrative procedures.
- (c) Both (a) & (b)
- (d) None of these
15. Fredrick W. Taylor developed what later became known as his four principles of scientific management. They were:
- (a) Eliminate the guesswork or rule of thumb approaches to deciding how each worker is to do a job by adopting scientific measurements to break the job down into a series of small related tasks.
- (b) Use more scientific systematic methods for selecting workers and training them for specific jobs.
- (c) Establish the concept that there is a clear division of responsibility between management and workers, with management doing the goal setting, planning and supervising and workers executing the required tasks.
- (d) Establish the discipline whereby management sets the objectives and the workers cooperate in achieving them. These became enormously popular not only in industry, but also in the management of all kinds of organisations including the family.
- (e) All of the above

16. _____ believed that a trained administrative group was essential for improving the operations of organizations which were becoming increasingly complex. He defined administration in terms of five functions: planning, organizing, commanding, coordinating and controlling:
- (a) Max Weber (b) Fayol
- (c) May Parker Follett
- (d) None of these
17. A _____ Sociologist, Max Weber, produced some of the most useful, durable and brilliant works on administrative system it seemed promising at that time and has since proved indispensable bureaucracy:
- (a) British (b) American
- (c) German
- (d) None of these
18. According to _____, the bureaucratic apparatus should be very impersonal, minimising irrational, personal and emotional factors, and leaving bureaucratic personnel free to work with a minimum of friction or confusion:
- (a) Max Weber (b) Fayol
- (c) May Parker Follett
- (d) None of these
19. Luther Gulick and _____ stand out among many scholars who attempted to synthesise what is now known as the classical formulation of principles, which would be useful developing good functional organizations.
- (a) Max Weber (b) Fayol
- (c) Lyndall Orwick
- (d) None of these
20. _____ was the first to document that successful groups tend to have people in them who play two key roles; it is necessary for someone to keep the group focused on accomplishing its task and, at the same time, it is

- necessary for every successful group to have someone to see that the group pays attention to maintaining productive human relations within the group:
- (a) Raymond E. Miles
- (b) Russel T. Gregg
- (c) S.M. Diwekar
- (d) Robert Bales
21. Unlike informal human social systems, the school systems and schools may be classified as follows:
- (a) They are specifically goal oriented.
- (b) The work to be done so as to achieve goals is divided into sub-tasks and assigned as official duties to establish positions in the organisations
- (c) These positions are arranged hierarchically in the formal organization and authority relationships are clearly established.
- (d) General and impersonal organisational rules govern to large extent, what people do in their official capacity and also to a large extent, shape and delimit the interpersonal interactions of people in the organizations.
- (e) All of the above
22. In the years _____, there was a great out pouring of theorising and research in educational administration which explored public school systems and schools:
- (a) 1955 - 1965
- (c) 1955 - 1970
- (b) 1955 - 1975
- (c) None of these
23. HRM stands for:
- (a) Health Resources Management
- (b) Human Resources Management
- (c) Health Research Management

- (d) None of these
24. Educational Planning is the exercise of foresight in determining the policies, priorities and costs of an _____
- (a) Economic System
- (b) Political System
- (c) Educational System
- (d) None of these
25. _____ is the process of preparing as set of decisions directed at achieving predetermined goals:
- (a) Educational Administration
- (b) Educational Finance
- (c) Educational Planning
- (d) None of these
26. "Educational Planning as a purposeful preparation culminating over a decision which serves as the basis for subsequent action". Who said about educational planning?
- (a) Stephen J. Knezewich
- (b) Zewig
- (c) Dickinsons
- (d) None of these
27. _____ is a natural process of setting clear objectives and choosing the most sufficient and effective means of perceiving them through practical action:
- (a) Political Planning
- (b) Economic Planning
- (c) Educational Planning
- (d) None of these
28. Who said "Successful Educational Plan is one that does not remain on paper but is carried out speedily and efficiently":
- (a) V.I. Griffiths
- (b) Stephen J. Knezewich
- (c) Zewig
- (d) Dickinsons
29. _____ is goal oriented and intelligent activity to arrive at decisions which result in the actual course of action:
- (a) Planning (b) Strategies

- (c) Activity
(d) None of these
30. "Planning is considered as an essential arrangement of defined aims to achieve the centralized economy". Who said this?
(a) Stephen J. Knezewich
(b) Zewig (c) Dickinsons
(d) None of these
31. "Planning may be sufficiently defined as any attempt to organise resources for the attainment of chosen ends". Who said this?
(a) Stephen J. Knezewich
(b) Zewig
(c) Dickinsons (d) Gregory
32. "Planning refers to an organization which is connected with production, distribution and consumption". Who said this?
(a) Stephen J. Knezewich
(b) Zewig (c) Dickinsons
(d) None of these
33. Following the view of American Association of School Administrators, planning involves:
(a) Including the definition and classification of purposes and scope
(b) Investigating several conditions affecting the achievement of purpose.
(c) Analysing to ascertain the meaning of the fact and to forecast effects of possible courses of action on achievement of purposes
(d) Making decision to set the courses of enterprise as revealed the processes of purposes, defining, investigation and analysis.
(e) All of the above
34. A comprehensive educational planning includes:
(a) Universalisation of elementary

- Pedagogy (Instructional Planning)
- education
(b) Eradication of illiteracy
(c) Strengthening of vocational education
(d) Women, Teachers, Adult Education
(e) Higher Education and National Policy on Education
(f) All of the above
35. Planning is of vital importance in:
(a) Education (b) Organization
(c) Administration and Business Planning
(d) All of the above
36. _____ provides direction to educational and national development:
(a) Planning (b) Strategies
(c) Goal
(d) None of these
37. _____ is a social activity such as education because it involves the growth of a nation's human resources:
(a) Strategies
(b) Goal (c) Planning
(d) None of these
38. Pakistan like other developing country, needs educational planning because of the reasons:
(a) Developing nations should make an intensive effort to develop and go higher in all educational fields
(b) It is necessary to plan educational system from a scratch to provide strong foundations for future growth. Universalization of primary education is one such example.
(c) Wise planning gives like to maximum achievement
(d) Because of a wide gap between needs and resources, educational planning has to be based on cost benefit.
(e) In order to improve manpower, education has to be given to

- priority in planning. Careful planning has to be done.
(d) All of the above
39. What are the major characteristics of educational planning?
(a) Efficiency (b) Complexity
(c) Creativity (d) All of these
40. Efficiency means:
(a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
(b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
(c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
(d) None of these
41. Complexity means:
(a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
(b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
(c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
(d) None of these
42. Creativity means:
(a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
(b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
(c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
(d) None of these
43. What are the major approaches of educational planning?
(a) Macro (b) Micro
(c) Grassroots (d) All of these
44. What is Macro approach of educational planning?
(a) Overall planning and includes factors like total number of schools to be opened, their location, money needed, teachers needs.
(b) It starts from the bottom and is drawn from a realistic situation.
(c) It is a planning for a small community or a village which takes into account the needs of the locality while planning for education.
(d) None of these
45. What is Micro approach of educational planning?
(a) Overall planning includes all

factors like total number of schools to be opened, their location, money needed, teachers needs.

- ✓(b) It starts from the bottom and is drawn from a realistic situation.
- (c) It is a planning for a small community or a village, which takes into account the needs of the locality while planning for education.
- (d) None of these
46. What are the types of 'Educational Planning'?
- (a) Individual Plan
- (b) Group Plan
- (c) Short-term Plan
- (d) Long-term Plan
- ✓(e) All of the above
47. Individual Plan means:
- (a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.
- ✓(b) This is responsible for only a particular part of the total plan and deals in detail about it.
- (c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.
- (d) This is a perspective plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.

- (e) None of these
48. Group Plan means:

- ✓(a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.
- (b) This is responsible for only a particular part of the total plan and deals in detail about it.
- (c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.
- (d) This is a perspective plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts, which cannot be predicted easily.
- (e) None of these
49. Short-term Plan means:
- (a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.
- (b) This is responsible for only a particular part of the total plan and deals in detail about it.
- ✓(c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.
- (d) This is a perspective-plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.

plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.

- (e) None of these
50. What are the major goals of 'Educational Planning'?
- (a) Education for international understanding
- (b) Education for equalization of educational opportunities, irrespective of sex
- (c) Abolition of any form of discrimination on the basis of caste, creed
- (d) Education for cultural, social and economic development of the country
- ✓(e) All of the above
51. In _____ the Hartog Committee pointed out that primary education was ineffective as there was a good deal of wastage and stagnation:
- (a) 1928 (b) ✓ 1929
- (c) 1930 (d) 1931
52. In _____ when Lord Macaulay wrote his famous minutes, he had in mind the production of class of persons Indian in blood and in colour but English in taste, opinion, morals and intellect:
- (a) 1833 (b) 1834
- ✓(c) 1835 (d) 1836
53. Social Demands Approach is:
- (a) To estimate what proportion of this age group is likely to reach particular levels
- (b) To estimate what proportion of this age group is likely to reach particular levels of school

leaving attainments not considered relevant for entry into higher education.

- (c) To estimate what proportion of those qualified will apply for admission to higher education.
- (d) To decide what proportion of these applicants should be given places.
- (e) To assume the length or duration of the study.
- ✓(f) All of the above
54. Manpower Approach is:
- (a) Analysis of existing system of education and employment.
- (b) The main functions and principles in preparing the perspective plan in education in the light of manpower needs.
- (c) Some difficulties regarding the Manpower approach.
- ✓(d) All of the above
55. H.M. Phillips, Director Analysis Division, Social Sciences Department, UNESCO has enumerated the procedure for planning:
- (a) Projections have to be made of the future size and demographic composition of the population for a period of fifteen to twenty years. If possible, the school and university age groups should be on a year-by-year basis.
- (b) On the basis of the data this obtained, a social standard or social minimum of education may be postulated. This may be taken as compulsory schooling for every child for a certain period of years.
- (c) The next requirement is to study the long-term plan or the best possible long-term projection of the economic bi-sectors and sub-sectors.
- (d) The level of economic activity

- has to be analyzed to establish the manpower requirements which flow from these sectors.
- (e) The occupational data is obtained needs to be translated into its educational component.
 - (f) There should be provision for changes, made by students in mid stream another forms of turnover; education in excess of demand to the extent that education is failed in which the existence of supply creates demand, additional facilities for formal education required to meet other national objectives and consumption patterns not already taken into account adult education and literacy campaign.
 - (g) Quantitative changes required at different educational levels to meet the estimated demand should then be assessed. This involves translating the total educational demand into the outputs required from different levels of the educational system, viz.; primary, secondary, post secondary, university.
 - (h) It will be necessary to make an estimate for buildings and teacher training requirements.
 - (i) The degree of efficiency to be expected from the educational system in the pedagogy and social environment, and the affectivity of the content of the curricula and selection criteria for different educational levels should be assessed.
 - (j) The unit costs of different types of educational facilities will then have to be assessed.
 - (k) These costs need to be studied in terms of the availability of

- further resources in competition with other expenditure required for the educational plan.
- (l) Another desirable step will be to reconcile the education programme met with the overall development programme. This reconciliation requires that the education programme is not so high in real cost as to be inconsistent with the achievement of other targets in the development programme, and the physical capacity of education industry is such that all education requirements of the final overall development programme can be met.
 - (m) Finally, it will also be necessary to study the incentives or other measures required to guide students to the desired studies and the school leavers to the desired occupations, which requires planning of wage structure and prestige of the different occupations.
 - (n) All of the above

56. According to Sir John Sargent, it should be determined by which main criteria:

- (a) Does the educational plan equip the ordinary man or woman, boy or girl, to make an adequate contribution to play an effective part in the scheme for the uplift of society to which he or she belongs?
- (b) Is it capable of picking out from the multitude those who have the ability to render outstanding service to the state, particularly, during the formative period?
- (c) Both (a) & (b)
- (d) None of these

57. The process of plan formulation is:

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- (a) At the very outset the planning commission (or its secretariat, the planning and development division) invites the provincial governments to formulate their development priorities and major development initiatives that they would like to adopt in their province during the next plan period. This provides time to the provincial government to carry on detailed exercises at their level.
- (b) Simultaneously, the planning commission constitutes a large number of technical group in major planning areas of special concern. For example, for the ninth five year plan, technical groups were constituted in the fields of primary education, technical education and higher education in the sector of education and training. These technical groups consist of officials working in concerned federal and provincial departments, qualified personnel working in universities, technical field and experts from the private sector. The terms of reference of these technical groups were requested to suggest policies measures that should be adopted in that sector during the next plan period.
- (c) Concurrently the various sections of the planning commission carry out detailed analysis of national provincial statistics pertaining to their sector and chalk out a strategy for correcting current imbalances and deficiencies.
- (d) On the receipt of the reports of the technical groups and

proposals of the provincial governments and concerned federal ministries a series of meeting are held with concerned departments of the provincial governments and federal ministries both individually and collectively, to enlarge the area of agreement.

- (e) The planning commission then prepares a draft plan, which is circulated to provincial governments, federal ministries, professional organizations, and the media. A second round of consultations begins to reduce the area of disagreement.
- (f) The draft plan is then considered by the federal cabinet in the light of the summary prepared by the planning commission. The summary brings out the point of view of the dissenting provinces/ministries.

(g) The draft plans as amended by the Federal Cabinet is then submitted to the National Economic Council for final approval. The provinces being represented in the NEC by Chief Minister, present their points of view for decision. The plan as approved by the NEC is finally published as the official five year plan.

58. The important generalizations can be made about plan formulation in Pakistan:
- (a) That plan formulation in Pakistan is a centralized activity.
 - (b) That the provincial governments are fully involved within the framework of a centralized system.

- (c) That the planning departments at the provincial level are in touch with realities in the ground through consultations with the line departments.
- (d) That elected representatives are involved in the planning process only at ministerial level.
- (e) All of the above
59. DDWP stands for:
- (a) Departmental Development Working Party
- (b) Departmental Divisional Working Party
- (c) Department Development Women Party
- (d) None of these
60. CDWP stands for:
- (a) Central Development Working Party
- (b) Chemical Development Working Party
- (c) Central Department Working Party
- (d) None of these
61. ECNEC stands for:
- (a) Executive Committee of the National Economic Council
- (b) Executive Committee of the North Education Council
- (c) Economic Committee of the National Education Center
- (d) None of these
62. The Administrative machinery for Educational Planning is:
- (a) Planning and Development Division Education Section
- (b) Planning and Development Department Education Section
- (c) Ministry of Education Planning Wing
- (d) Provincial Department of Education Planning Sections
- (e) District Councils - District Education Officer Concerned
- (f) All of the above

63. What are the major activities performed at different stages of planning:
- (a) Stage - I (Pre-planning)
- (b) Stage - II (Planning)
- (c) Stage - III (Plan Formulation & Detailing)
- (d) Stage - IV (Implementation, Monitoring & Feedback)
- (e) Stage - V (Evaluation)
- (f) All of the above
64. Pre-planning means:
- (a) Establishing Planning Organization and Structure
- (b) Creation of Information Data Network
- (c) Defining Objectives for Various Levels (National, Regional, Provincial)
- (d) All of the above
65. Planning means:
- (a) Discrepancy analysis matching actual output of the system with desired objectives both qualitatively and quantitatively and findings deviations.
- (b) Stipulating policies to remove deviations.
- (c) Estimating resource needs and availability.
- (d) Establishing priorities to suit resource position.
- (e) Establishing alternate approaches.
- (f) Feasibility testing of some key areas.
- (g) All of the above
66. Plan Formulation & Detailing means:
- (a) Establish broad parameters of the plan to achieve objectives (What, When, Why?)
- (b) Programming (breaking plan into broad action area).
- (c) Projects identification and formulation grouping of activities to suit unit of

- implementation details of agency, costs, time schedules, finance, manpower needs.
- (d) Spatial distribution
- (e) All of the above
67. Implementation, Monitoring & Feedback means:
- (a) Defining administrative framework and procedures.
- (b) Defining allocation of task duties
- (c) Establishment communication channels
- (d) Acquisition of resources
- (e) Actual implementation execution
- (f) Establishing control points for monitoring
- (g) Finding deviations during implementation and taking corrective actions
- (h) All of the above
68. Evaluation means:
- (a) Establishing criteria for end-of-the project evaluation and time frame
- (b) Designing instruments and methodologies for evaluation
- (c) Identifying discrepancies between actual performance and expected performance
- (d) Providing basis for corrective measures and re-planning in next cycle
- (e) All of the above
69. The National Economic Council has approved the following sanctioning powers of various authorities for the implementation of the Five Year Plan:
- (a) Federal Ministries through the departmental working Party.
- (b) Central Development Working Party.
- (c) ECNEC
- (d) Provincial Governments through the Provincial Development Working Parties.
- (e) Northern Areas Development Working party
- (f) Islamabad Development Working party FATA/DC
- (g) Northern Area Council Azad Government of the State of Jammu and Kashmir
- (h) All of the above
70. The sanctioning powers of the authorities except the VDWP and ECNEC are subject to the following conditions:
- (a) The authority must set up a proper planning and monitoring unit and a Development Working Party on which the Ministry of Finance be represented.
- (b) If the Ministry of Finance does not agree with the decision of the Development Working Party the scheme shall be submitted to the CDWP, ECNEC.
- (c) Copies of all schemes on the agenda shall be supplied to the Planning and Development Division at least ten days before the meeting. The Planning and Development Division shall have a right to attend the meeting of the Development Working Party and express their views on the PC-1.
- (d) A copy of the scheme finally approved by the Development Working Party will be promptly furnished to the Planning and Development Division and the Ministry of Finance (Development Wing).
- (e) All of the above
71. The Provincial Government in turn delegates some of their powers to other agencies. For example the Government of Punjab has delegated powers as under:

- (a) Department working parties of various provincial departments headed by the provincial secretary can approve projects costing upto Rs.6,000 million (Non-Recurring).
- (b) Divisional Department Working Parties headed by the Divisional Commissions can approve schemes costing upto Rs.3,500 million. The Divisional DWPs can only approve schemes relating to school education. A Director Planning has been nominated by the Punjab Development Board to assist each Divisional DEP.
- (c) Zila Council headed by the Chairman can approve schemes costing upto Rs.1500 million. The Provincial Development Board has placed the services of a Deputy Director Planning at each Zila Council.
- (d) All of the above
72. Eliot and Mosier in their book 'Organization of Planning for Education' mention the following phases of educational planning:
- (a) To start objectives tentatively based upon educational needs.
- (b) To determine the present status of education in the particular community.
- (c) To formulate a specific programme of objectives for the school.
- (d) To determine a course of action necessary to attain the objectives.
- (e) Necessary to obtain the average goals.
- (f) To conduct constant appraisals for the effectiveness of the programme.
- (g) Re-planning as appraisals

indicate this to be necessary or desirable.

- (h) All of the above
73. What are the major aspects of educational planning?
- (a) Objective (b) Resources
(c) Approaches (d) Evaluation
(e) Research
- (f) All of the above
74. Environment helps man to:
- (a) Build his personality
(b) Succeed in life
(c) Develop his potentials
(d) All of the above
75. An individual is the product of:
- (a) Heredity only
(b) Environment only
(c) Interaction between heredity and environment
(d) None of the above
76. The surroundings of the individual are called his:
- (a) Environment
(b) Identity
(c) Heredity
(d) Way of thinking
77. The unhealthy environment:
- (a) Can suppress good heredity
(b) Cannot suppress good heredity
(c) Can suppress but cannot extinguish
(d) None of the above
78. Healthy environment and training:
- (a) Can turn a dull child into an intelligent one
(b) Cannot turn a dull into an intelligent one
(c) Can turn a dull child into a gifted one
(d) None of the above
79. It is much more defensible to say that a person acts intelligently than to say that he has:
- (a) Patience (b) Confidence
(c) Intelligence (d) Power
80. The term "intelligent behaviour" is a

description of behaviour under certain conditions. We can generally agree on what behaviour is intelligent even though we might never agree about the existence of some mysterious "intelligence" within the:

- (a) Individual (b) Organization
(c) Society (d) State
81. In order to accept the conclusions of those research workers who tend to place considerable emphasis upon the inheritance factor, one would need to know a great deal more concerning the possible effect upon behaviour of conditions and influences:
- (a) Intellectual
(b) Environmental
(c) Basic (d) Behavioural
82. If an individual is to engage in activities involving the higher _____ processes, the constitutional capacity to do so must be present:
- (a) Mental
(b) Experimental
(c) Intellectual
(d) Psychological
83. Rate and limits of development tend to follow a _____ pattern; i.e. the slower the maturational rate is the sooner its limit is reached:
- (a) Technical (b) Constant
(c) Smooth (d) Particular
84. Mental defect usually is more easily discovered during _____ than mental superiority:
- (a) School age
(b) College life
(c) Childhood
(d) Developing age
85. Regardless of the inherited capacities of a _____ the environmental influences by which he is surrounded and which act as stimulating forces of intellectual activity also need to be of the best:
- (a) Teacher (b) Child
- (c) Person
(d) An educationist
86. _____ administrator, teacher, or student of education should accept test results as the only measure of an individual's degree of ability to learn:
- (a) Best (b) Poor
(c) No (d) One
87. A child may be born with a high degree of potential ability to act intelligently, but unless he is stimulated through _____ to exercise that capacity he may appear to be relatively dull or retarded:
- (a) Training
(b) Measurement
(c) Learning (d) Questioning
88. Effects of environment are such factors of change in an individual which leave impression on a fertilized cell:
- (a) Genetically
(b) Before the birth of child
(c) At the time of adolescence
(d) None of the above
89. The significant effects of environment are manifested:
- (a) Before the birth of child
(b) After the birth of child
(c) At the time of adolescence
(d) None of the above
90. Learning of culture and language is a process associated with:
- (a) Environment
(b) Heredity
(c) Law of similarity
(d) Law of modification
91. Studies have been made concerning the effect of nursery school and kindergarten attendance, upon the mental ability of _____ children:
- (a) Young
(b) Average-minded
(c) Feeble-minded
(d) Dull
92. Investigations have been conducted to

- discover the effect of enriched school offerings upon the intelligence of school children:
- (a) Model (b) ☒ Elementary
(c) Primary (d) High
93. Testing techniques are not yet sufficiently perfected and the problems involved in determining the effect of environment upon intelligence still are so complicated that it is _____ to arrive at any specific or definite conclusions in the matter:
(a) Simple (b) Essential
(c) ☒ Difficult (d) Challenging
94. On the average, the growth of the mental ability of any individual is fairly regular in rate, and the degree of _____ from age period to age period is relatively constant:
(a) Success (b) ☒ Intelligence
(c) Patience (d) Emotions
95. The education process is mainly affected by:
(a) Social conditions
(b) Economic conditions
(c) ☒ Both (a) and (b)
(d) None of the above
96. The children requiring more attention are those who
(a) Cannot find favorable environment at home
(b) Are emotionally disturbed
(c) Have to face the cruelty of stepness
(d) All of the above
97. The gifted children:
(a) Exhibit extraordinary performance
(b) Question to know
(c) Solve their problems easily
(d) ☒ All of the above
98. Effective teaching requires the:
(a) Keen interest of the teacher to the studies of the students
(b) Use of appropriate method of

- teaching
- (c) Solution of the problems of students
(d) All of the above
99. Output of various body organs and change in their mutual interaction is called:
(a) Development
(b) Growth
(c) Environment
(d) Heredity
100. In the case of _____ growth, the rate is more rapid during the early years and then levels off gradually until intellectual maturity is reached:
(a) Total (b) Mental
(c) Rapid (d) ☒ Physical
101. In general growth in intelligence continues at a more rapid rate and reaches a greater height for the bright than for the great mass of individuals considered average or:
(a) Non-average
(b) ☒ Normal
(c) Dull (d) Poor
102. The growth rate of the slow or retarded and feeble minded progresses more _____ and reaches its limit sooner and at a lower level than do the others:
(a) Defectly (b) Confidently
(c) ☒ Slowly (d) Rapidly
103. Contrary to popular opinion, boys and girls tend to show little if any differences in intelligence as measured _____ by tests of ability:
(a) Mental (b) Cooperation
(c) Superior (d) Normal
104. Home conditions, degree of interest, emotional attitudes, health and other factors may affect individual _____ during the taking of an intelligence test or in learning achievement:
(a) Approach (b) ☒ Success
(c) Difference

- (d) Classification
105. It is a recognized fact that demonstrated achievement in school learning does not always parallel degree of intelligence as determined by the _____ of intelligence tests.
(a) Learners (b) Examiners
(c) Users
(d) Administration
106. The results of all tests, may be affected by many factors inherent in the testing conditions, the child's background of _____ and other favourable or unfavourable elements:
(a) ☒ Experience (b) Intelligence
(c) Leadership (d) Life
107. It should be realized that the results of intelligence tests combined with other techniques available for the evaluation of learning success can help a _____ to discover what the child can learn and how quickly he can learn:
(a) Critic
(b) Administrator
(c) Psychologist
(d) ☒ Teacher
108. Test construction began with Alfred Binet's attempt to devise an instrument of measurement that could be used for the discovery of feeble-minded children in:
(a) ☒ French Schools
(b) German Schools
(c) American Schools
(d) English Schools
109. When the first Binet-Simon test appeared with revisions in 1908 and 1911? This was an individual test of performance, and its scores were interpreted in terms of mental age.
(a) 1900 (b) ☒ 1905
(c) 1906 (d) 1907
110. American revisions and adaptations of the Binet test were published by Goddard (1911), Kuhlmann (1912), and Terman (1916). The last was revised in _____ by Terman and Merrill
(a) 1925 (b) 1927
(c) 1937 (d) 1935
111. Complete understanding on the part of the child concerning the meaning of the question or problem and cooperative response are needed if the results of the tests are to be:
(a) Revised (b) ☒ Reliable
(c) Proved
(d) Carefully handled
112. The testing of the intelligence of individuals in groups rather than size began in _____ during World War I with the use of the Army Beta Tests for illiterates and non-English speaking servicemen:
(a) America (b) England
(c) Greece (d) France
113. During the years 1918 to _____ may psychologists, led by Terman and Otis, constructed group tests that were patterned upon the Army Alpha and were intended for use with school children.
(a) 1920 (b) 1921
(c) 1923 (d) ☒ 1925
114. The duration of B.S. Ed. Program is:
(a) 1 Year (b) 2 Years
(c) 3 Years (d) 4 Years
115. The fields of 'composing' and 'designing' largely depend on:
(a) ☒ Computer (b) Mass media
(c) Experts
(d) Publishing institutes
116. During the _____ of an individual test, the tester must be objective in his manner and alert to the behaviour of the child tested as the latter responds to specific questions or attempts to carry out suggested directions:
(a) Measurement
(b) Research
(c) ☒ Administration
(d) Learning

117. The entire testing procedure should be quiet and dignified, and aimed at reducing to tension or fear that may be present among the persons to be:
- (a) Guided (b) Tested
(c) Judged (d) Assumed
118. The training and progress of women require:
- (a) Education
(b) Institutes for home economics education
(c) Welfare programs for women
(d) All of the above
119. In Pakistan, the teachers training is conducted in the
- (a) Colleges of education
(b) Elementary colleges
(c) Institutes of Education and Research
(d) All of the above
120. The most important element of education system is:
- (a) Aims of education
(b) Curriculum
(c) Instructional strategy
(d) Examination
121. Which of the following education is considered obligator by Islam?
- (a) Religious and worldly education
(b) Religious education
(c) Worldly education
(d) Only modern education
122. Many of the intelligence tests now in use are based on materials similar to those included in the:
- (a) Army Alpha Test
(b) Army Intelligence Test
(c) Army Beta Test
(d) Army Arranged Test
123. In some tests, the items are arranged according to the type of material included. In others, the various types of material are thrown together so that the items are scaled according to degree of.

- (a) Intelligence (b) Testing
(c) Difficulty (d) Success
124. Which tests usually are referred to as tests of abstract intelligence?
- (a) Grade (b) Language
(c) Ability
(d) Administration
125. If the physical differences are of intensive nature, then:
- (a) Special schools should be established
(b) Special curriculum should be developed
(c) Special teachers should be appointed
(d) All of the above
126. The children having Intelligence Quotient of 140 or more are called:
- (a) Gifted (b) Intelligent
(c) Average
(d) None of these
127. The IQ of mentally backward children is less than:
- (a) 50 (b) 60
(c) 70 (d) 80
128. Non-language or performance tests are useful in measuring the degree of mental alertness of persons who for one reason or another, may have difficulty in reading the language:
- (a) Difficult (b) Local
(c) Urdu (d) English
129. Some psychologists claim that performance tests are likely to offer a better measurement of mental abilities apart from learning than do the tests:
- (a) Behaviour (b) Learning
(c) Language (d) Difficulty
130. Tests on the lower age and grade level include much picture material deal with simple relationship, and require relatively little time to
- (a) Solve (b) Administer
(c) Acquire (d) Assume

131. Because of the likelihood that a young child's responses will be variable, his scores on successive tests probably will
- (a) Fluctuate (b) Constant
(c) Uncertain (d) Clear
132. If tests are well-administered to a child at age of three or four and again at age _____, the chances are good that there will be a fair amount of agreement between success in performance on the two age levels
- (a) Eleven or Twelve
(b) Nine or Ten
(c) Seven or Eight
(d) Six or Seven
133. The educated individuals cause
- (a) Economic growth
(b) Increase in national products
(c) Fulfillment of economic needs
(d) All of the above
134. Physically weak children are
- (a) Ridiculed
(b) Victims of inferiority complex
(c) Poor in educational achievement
(d) All of the above
135. The intelligent students:
- (a) Participate in the educative process actively
(b) Can only perform simple tasks
(c) Can solve their problems
(d) Both (a) and (c)
136. In Pakistan, the levels of general education are
- (a) Two (b) Three
(c) Four (d) Five
137. Tests on late elementary school, high school, and college levels increase in difficulty from level to level and demand greater ability to deal with more material that becomes gradually more
- (a) Simple (b) Difficult
(c) Abstract (d) Useless
138. A foreign-language-speaking child

- who has not gained a sufficient command of English to make the meaning of the test questions clear to him should have administered to him a performance test or a non-language test, such as the revised
- (a) Army Attitude Test
(b) Army Detective Test
(c) Army Alpha Test
(d) Army Beta Test
139. The concept of mental age as introduced by _____ is a helpful technique in the interpretation of raw test scores.
- (a) Binet (b) Goddard
(c) Terman (d) Merrill
140. In order to facilitate the estimating of the rate of mental development of any one individual, the ratio between mental age and _____ age can be determined and reported as the intelligence quotient or IQ
- (a) Pure
(b) Chronological
(c) Active (d) Agreed
141. The intelligence quotient as a means of estimating the degree of mental development has great value if it is interpreted wisely as one indication of a learner's probable future success in.
- (a) Teaching (b) Training
(c) Learning (d) College life
142. The intelligence quotient as a measure of prediction is most useful during the middle and upper grades of elementary school and.
- (a) College years
(b) High School years
(c) Maturity years
(d) Training years
143. As an individual approaches maturity, the value of the intelligence quotient chronological age to accept as indicative of
- (a) Maturity (b) Aptitude
(c) Experience (d) Information

144. Many psychologists use _____ as the age of assumed maturity, there is no assurance as yet that this age is correct.
(a) 16 (b) 18
(c) 19 (d) 21
145. There is some disagreement among school people concerning the extent to which the mental ability of an individual should be considered in an evaluation of achievement in learning materials suited to his:
(a) Ability level
(b) Aptitude level
(c) Mental level
(d) Intelligence level
146. What may be considered to be qualities which all individuals possess in varying degrees?
(a) Aptitudes (b) Activities
(c) Experiment
(d) Training
147. Aptitude is a characteristic or a quality which is one aspect of an individual's whole:
(a) Life (b) Approach
(c) Exercise (d) Personality
148. The basic qualification for admission in a medical college is
(a) F.Sc (b) F.A.
(c) J.Com (d) I.C.S.
149. Fauna Jinnah Medical College is situated in:
(a) Multan (b) Karachi
(c) Lahore (d) Faisalabad
150. The industrial progress of a country requires:
(a) Medical education
(b) Engineering education
(c) Law education
(c) Commerce education
151. The duration of bachelor degree of engineering education is:
(a) 3 Years (b) 4 Years
(c) 5 Years (d) 6 Years
152. Civil, electrical and mechanical

- faculties are concerned with:
(a) General education
(b) Engineering education
(c) Modern education
(d) Economic education
153. The physical differences are:
(a) Learned (b) Inborn
(c) Unlearned
(d) Inborn and unlearned
154. Which of the following features is not concerned with the physical standard.
(a) Height and Weight
(b) Skin color
(c) Artistic approach
(d) Bone structure
155. Physically handicapped children are:
(a) Rebelious (b) Truant
(c) Abnormal (d) All of these
156. In Pakistan, the duration of master degree from B.A. is:
(a) 2 Years (b) 3 Years
(c) 4 Years (d) 5 Years
157. As per Islam, the ultimate reality can be accessed through:
(a) Revelation (b) Intuition
(c) Reason (d) Experience
158. The world leadership depends on:
(a) International tolerance
(b) Knowledge and technology
(c) Strengthening of defense
(d) Sea boundaries
159. Tests for the purpose of discovering specific aptitudes have been constructed in large numbers and in various:
(a) Areas (b) Countries
(c) Societies (d) Statements
160. For many vocations, "aptitude" represents a complex of abilities that is very difficult to reduce to objective:
(a) Measurement
(b) Consideration
(c) Mechanism
(d) Result
161. During the second half of the _____ century, as a result of laboratory

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- experiments and simple tests administered to children, it was discovered that individuals differ in the accuracy and speed of their responses when they are tested in simple functions:
(a) 20th (b) 19th
(c) 18th (d) 17th
162. Which aspect of development is most important
(a) Physical development
(b) Cognitive development
(c) Emotional development
(d) All aspects are equally important
163. The pace of development of different aspects is:
(a) Equal (b) Not equal
(c) Not measurable
(d) Both (a) and (c)
164. Which aspect of female development becomes faster after 10 years of age?
(a) Physical (b) Cognitive
(c) Social (d) Emotional
165. The subject individual differences have widened the scope of:
(a) Sociology
(b) Psychology
(c) Medicine (d) Ethics
166. The individual differences are seen in the:
(a) Spontaneous activity
(b) Pace learning
(c) Direction of motivation
(d) All of the above
167. The individual differences refer to:
(a) Differentiation of abilities in the individual
(b) Religious differences
(c) Political differences
(d) Academic differences
168. During the late _____ tests were developed for the purpose of measuring single abilities, such as spread of movement, sensation (visual auditory etc.) time:
(a) 1850s (b) 1900s
(c) 1800s (d) 1950s
169. Cattell has been given credit for introducing the term mental:
(a) Tests (b) Approach
(c) Exercise (d) Ability
170. By _____ Ebbinghaus had succeeded in devising tests through the use of which could be determined with some degree of accuracy the extent to which individuals differ in ability to memorize:
(a) 1780 (b) 1800
(c) 1820 (d) 1880
171. _____ psychologist, Alfred Binet, concluded that intelligence is more than the sum of isolated functions and intelligent behaviour should be evaluated in terms of activities that combine various items:
(a) American (b) French
(c) British (d) Russian
172. The fact that intelligence is a concept rather than a power or a thing that can be observed caused _____ when a definition of it is attempted:
(a) Belief (b) Sensation
(c) Confusion (d) Difficulty
173. Which behaviour can be evidenced in a great many different ways, depending upon the situation in which a person finds himself?
(a) Intelligent behaviour
(b) Responding behaviour
(c) Effective behaviour
(d) Associated behaviour
174. The behaviour that results from the degree of successful functioning of this elusive combination of the elements of mental capacity would seem to give a _____ of an individual's intelligence:
(a) Fact (b) Measure
(c) Definition (d) Answer
175. In order to determine aims of education in Pakistan, basic ideas of

- (a) Communism should be known
(b) Islamic ideology must be known
(c) Western democracy should be known
(d) Modern economic system should be known
176. Islamic welfare state is a state in which there is:
(a) A rule of God
(b) Equality
(c) Tolerance (d) All of above
177. Which of the following field is included in the circle of Islamic ideology?
(a) Education (b) Economic
(c) Ethics (d) All of above
178. The pivot of aims of education in Pakistan is:
(a) Worship of God
(b) Belief in oneness of God
(c) Both (a) and (b)
(d) Economic training
179. The most important aim of education in Pakistan is:
(a) Securing the Divine will
(b) Recognizing God
(c) Developing hereafter thoughtfulness
(d) All of the above
180. In Pakistani society, preference will be given to:
(a) Education and training of the individuals
(b) Development of faculties of the individuals
(c) Economic training of the individuals
(d) Development of cognitive faculties of the individuals
- This is an aim of education that an educated student should be able to:
(a) Live like a true Muslim
(b) Differentiate between lawful and unlawful
(c) Follow the true path

- (d) All of the above
182. The educative process should enable an individual to:
(a) Recognize God
(b) Understand the superiority of God
(c) Consider himself answerable to God
(d) All of the above
183. In development an important role is played by:
(a) Heredity
(b) Environment
(c) Both (a) and (b)
(d) None of the above
184. The individuals possessing limited abilities:
(a) Live simple life
(b) Search for living opportunities
(c) Are not creative
(d) None of the above
185. Better development can only ensured by:
(a) Good heredity
(b) Good environment
(c) Both (a) and (b)
(d) Good heredity and unhealthy environment
186. Development is:
(a) A continuous process
(b) An organized process
(c) A creative process
(d) All of the above
187. Every step of personality development is:
(a) Creative (b) Physical
(c) Emotional
(d) None of these
188. The motto of an educated person should be:
(a) Preaching of Islam
(b) Sacrifice for the nation
(c) Adopting the right path
(d) All of the above
189. Education always depends on the:
(a) Political objectives of society

- The philosophy of society
(c) Elements of society
(d) Temporary aims of society
190. The process of education ranges from:
(a) Birth to death
(b) Childhood to adulthood
(c) Adulthood to old age
(d) Adolescence to maturation
191. Differences in general intellectual capacity must include a consideration of the so-called higher mental processes, although exactly what these are has not been fully agreed upon by:
(a) Psychologist
(b) Administrators
(c) Critics (d) Learners
192. Increase in the interpretation of intelligence and in the construction tests for the measurement of intelligence was high during the quarter of the twenty century:
(a) Fourth (b) Second
(c) Third (d) First
193. How varied were the concepts of intelligence, as these were started by psychologists working in this field, that a symposium was held in _____ as an attempt to reach agreement concerning what intelligence really is:
(a) 1911 (b) 1914
(c) 1921 (d) 1927
194. Terman, _____ psychologist, introduced the Binet test for general use in differentiating between degrees of brightness and dullness:
(a) American (b) English
(c) Spanish (d) Italian
195. An empirical interpretation of intelligence is contained in Thorndike's concept of it as the "power of good responses from the point of view of truth or fact". Thorndike further emphasized _____ aspects of intelligence:
(a) 2 (b) 3

- (c) 4 (d) 5
196. The elements or actions that are evidences of _____ ability include facility in the use of numbers, language efficiency, speed of perception, facility in memorizing, comprehending imagination
(a) Describing (b) No trial
(c) Learning (d) Expressing
197. Development is formal study of _____ changes.
(a) Physical (b) Cognitive
(c) Social and emotional
(d) All of the above
198. Study of development is useful for the:
(a) Parents (b) Teachers
(c) Educational administration
(d) All of the above
199. Development is a formal study of those changes which take place due to:
(a) Experiences (b) Incidents
(c) Rearing
(d) All of the above
200. Which of the following trait is not associated with development:
(a) Development is a complicated process
(b) Development is an integrated process
(c) Development includes observable changes
(d) Development is a continuous process
201. Development causes different changes:
(a) Positive (b) Negative
(c) Both positive and negative
(d) Neutral
202. Growth refers to:
(a) Increase in height and weight
(b) Increase in size
(c) Strengthening of human skeleton
(d) All of the above

203. Maturation refers to that stage of the development when an organism
- Starts performing instinctive functions
 - Starts effecting other organisms
 - Completes training
 - Enables to perform social functions
204. According to Spearman, an _____ statistician, intelligence consists of general ability that works in conjunction with special abilities:
- Italian
 - English
 - American
 - Australian
205. Language tests such as those commonly used in attempts as measuring the intelligence of children deal mainly with _____ intelligence
- Inherited
 - Total
 - Social
 - Abstract
206. "Give me a child and I will move him as you desire" this was said by:
- Freud
 - Skinner
 - Watson
 - Pavlov
207. The colleges of education are concerned with:
- Special education
 - Teacher training
 - Educational planning
 - All of the above
208. In order to get admission in M. ed. Program.
- B Ed is the basic requirement
 - Graduation is the basic requirement
 - M.A. is the basic requirement
 - None of the above
209. Which tests do not directly measure future accomplishment and measure present performance?
- Basic
 - Progressive
 - Aptitude
 - Scientific
- Many factors combine to determine what a person may be expected to do in the future, especially in the

- achievement of educational or success:
- Technical
 - Qualitative
 - Basic
 - Vocational
211. Test of ability to learn and of power of reasoning are important as predictors of the kind of learning situations into which a learner should be:
- Treated
 - Guided
 - Directed
 - Tested
212. The degree of general ability in problem solving in the specific area for which one may have an aptitude varies with types of occupations:
- Different
 - Basic
 - Complex
 - Particular
213. Considerable attention is being given today to the relationship that exists between vocational interest and vocational:
- Aptitude
 - Training
 - Success
 - Behaviour
214. Young people as well as their parents tend to become interested in one particular occupation, regardless of personal aptitude, because of the financial rewards that are attached to the favoured
- Occupation
 - People
 - Activity
 - Interest
215. Aptitude probably includes both inborn capacity and the effects of conditions:
- Particular
 - Occupational
 - Environmental
 - Economic
216. A global human society must be:
- Free of all prejudices
 - Aware of mass media importance
 - Believer in one God
 - Free of geographical boundaries
217. Environment refers to all those circumstances:

- Psychology (Instructional Planning)
- Which take place in the life of an individual
 - Which direct the way of life of an individual
 - Which affect the life of an individual
 - All of the above
218. The differences in aptitude occur because of
- Heredity
 - Environment
 - Economic conditions
 - All of the above
219. The dull students.
- Require special attention
 - Cannot get advantage of educational opportunities
 - Do not succeed socially
 - Cannot earn livelihood
220. If the teacher focuses the intelligent students with teaching:
- Average students will lose interest in teaching process
 - Border line student will lose interest in teaching process
 - Both (a) and (b)
 - None of the above
221. Social values are transmitted to the next generation through:
- General education
 - Professional education
 - Industrial education
 - Medical Education
222. Survival of the Education Policy depends upon:
- Managing education system
 - Extends its boundaries
 - Produces employment opportunities
 - Establishes the institutions
223. The cultural needs can be fulfilled through
- General education
 - Professional education
 - Law education
 - Medical education

224. Teachers of _____ seem to be in rather general agreement that there is a present no one test that measures aptitude in artistic performance.
- Mathematics
 - Art
 - Language
 - Science
225. In any situation, in school or out of school, where is required, social understanding, emotional stability, and drives to action and other personal factors are as significant to successful achievement as is degree of mental ability.
- Competence
 - Consideration
 - Objectivity
 - Measurement
226. A consideration of measurement should develop an attitude of far-minded appreciation of its value:
- Vocabulary
 - Mental
 - Definite
 - Individual
227. Many tests have been devised to measure manual dexterity and aptitude
- Economical
 - Modern
 - Social
 - Mechanical
228. The knowledge of individual differences is essential so that:
- Everybody should perform duty according to his abilities
 - Everybody can get harmony with the society
 - Statistical facts of the state should be known
 - Both (a) and (b)
229. In order to improve the learning processes:
- The individual differences must be considered
 - Learning process should be planned adequately
 - Modern methods of teaching must be adopted

- (d) All of the above
230. In the same family, there may be
- Some intelligent children
 - Some dull children
 - Children of the same intelligence
 - Both (a) and (b)
231. The hereditary differences are also called
- Inborn differences
 - Environment difference
 - Learned difference
 - Observable difference
232. Observable differences among individuals of all ages in ability to meet challenging situations are recognized by parents, teachers, employers, other adults, and even
- Biologists
 - Administrators
 - Children
 - Psychologists
233. Whether a person is skilled in an activity appears to possess accurate information in this specific field of knowledge, or is able to solve a problem is evidenced to a greater or less degree in his daily
- Routine
 - Behaviour
 - Meetings
 - Work
234. On the basis of _____ performance, a person is requested or permitted to assume certain responsibilities or he is denied participation in a particular activity.
- Particular
 - Best
 - Future
 - Past
235. The formulation and progress of society is to
- Lead the world
 - Establish world peace
 - Make the world progressive
 - All of the above
236. From cultural point of view, the aim of education is to
- Make the individual aware of

- his/her rights and duties
- Promote political understanding
 - Create the sense of unity of mankind
 - All of the above
237. A balanced society can be established by means of:
- Economic development
 - Education
 - Democracy
 - Communism
238. An important aim of education is to produce an understanding of
- National issues in an individual
 - Political insight in an individual
 - Environment in an individual
 - All of the above
239. The increased interest among _____ and occupational leaders in the field of aptitude discovery is indicative of the recognized need of trying to place the right person in the right job:
- Modern
 - Successful
 - Classical
 - Educational
240. A battery of test known as the Pre-Engineering Inventory consists of a comprehensive list of objective tests intended to measure ability for the study of:
- Engineering
 - Science
 - Technology
 - Difficult subjects
241. In the past it was assumed that everyone who appeared _____ able to respond as other did, especially a _____ was said to be feeble minded.
- Young man
 - Child
 - Teacher
 - Intellectual
242. Differences among _____ were recognized, but such differences were ascribed, more often than not, to laziness or unwillingness to learn:
- Citizens
 - Students
 - Individuals
 - Learners
243. The attempting of any valid

- conclusion concerning the consistent behaviour of an individual. However, may be a long and costly process, especially of past performance is to be accepted as a guarantee of what can be expected in the way of future.
- Success
 - Work
 - Performance
 - Discussion
244. Competence in any area depends upon interest in the activity and needed skills and information, but more than these is needed the _____ ability to acquire satisfactory degree of competence:
- Total
 - Physical
 - Potential
 - Intellectual
245. _____ in any area or on any level is conditioned by the learner's readiness to learn:
- Guidance
 - Learning
 - Research
 - Training
246. Many characteristics or traits are general for various specific fields of:
- Learning
 - Guidance
 - Aptitudes
 - Activities
247. Some aptitudes are forms of special ability that adapt themselves to training towards anyone of various fields:
- Psychological
 - Research
 - Occupational
 - Academic
248. Some progress has been made in the construction and use of measuring techniques aimed at the discovery of:
- Judgment
 - Aptitudes
 - Techniques
 - Intelligence
249. The most credible source of knowledge in Islam is
- Sense
 - Experience
 - Revelation
 - Intuition
250. The individual differences are:
- Apparent
 - Hidden
 - Learned
 - All of the above
251. A teacher should

- Not expect the same response from different students
 - Consider the difference in learning abilities of students
 - Should keep in mind the individual difference
 - All of the above
252. The emotionally disturbed children:
- Are not balanced
 - Become irritated soon
 - Are disappointed
 - All of the above
253. In order to maintain emotional health of the children:
- They should be taught to control their emotions
 - They should be provided emotional training
 - Their emotions should be respected
 - All of the above
254. If children are allowed to choose subjects according to their aptitude:
- They develop interest in education
 - They start creating problem for their parents
 - They become problematic for their parents
 - Both (a) and (b)
255. In order to make education useful for all the children:
- The aptitude of the students must be honored
 - All students should not be treated as possessing equal abilities
 - Their abilities should be given importance
 - All of the above
256. As per Islam, all sources of knowledge except revelation are of
- Probable nature
 - Speculative nature
 - Incredible nature
 - All of the above

1.	(b)	2.	(a)	3.	(c)	4.	(e)	5.	(e)	6.	(e)	7.	(a)	8.	(b)
9.	(d)	10.	(d)	11.	(d)	12.	(a)	13.	(d)	14.	(e)	15.	(e)	16.	(b)
17.	(e)	18.	(a)	19.	(e)	20.	(d)	21.	(e)	22.	(e)	23.	(b)	24.	(e)
25.	(e)	26.	(a)	27.	(e)	28.	(a)	29.	(a)	30.	(b)	31.	(d)	32.	(e)
33.	(e)	34.	(f)	35.	(d)	36.	(a)	37.	(e)	38.	(f)	39.	(d)	40.	(b)
41.	(a)	42.	(e)	43.	(d)	44.	(a)	45.	(b)	46.	(e)	47.	(b)	48.	(a)
49.	(e)	50.	(e)	51.	(b)	52.	(e)	53.	(f)	54.	(d)	55.	(a)	56.	(e)
57.	(h)	58.	(e)	59.	(a)	60.	(a)	61.	(a)	62.	(f)	63.	(f)	64.	(d)
65.	(g)	66.	(e)	67.	(h)	68.	(e)	69.	(h)	70.	(e)	71.	(d)	72.	(h)
73.	(f)	74.	(d)	75.	(e)	76.	(d)	77.	(e)	78.	(a)	79.	(e)	80.	(b)
81.	(b)	82.	(e)	83.	(b)	84.	(e)	85.	(b)	86.	(e)	87.	(e)	88.	(e)
89.	(b)	90.	(a)	91.	(a)	92.	(b)	93.	(e)	94.	(b)	95.	(e)	96.	(d)
97.	(d)	98.	(d)	99.	(a)	100.	(d)	101.	(b)	102.	(e)	103.	(a)	104.	(b)
105.	(d)	106.	(a)	107.	(d)	108.	(a)	109.	(b)	110.	(e)	111.	(b)	112.	(a)
113.	(d)	114.	(e)	115.	(a)	116.	(e)	117.	(b)	118.	(d)	119.	(d)	120.	(a)
121.	(a)	122.	(a)	123.	(e)	124.	(b)	125.	(d)	126.	(a)	127.	(e)	128.	(d)
129.	(e)	130.	(b)	131.	(a)	132.	(d)	133.	(e)	134.	(d)	135.	(d)	136.	(b)
137.	(e)	138.	(d)	139.	(a)	140.	(b)	141.	(e)	142.	(b)	143.	(a)	144.	(a)
145.	(e)	146.	(a)	147.	(d)	148.	(a)	149.	(e)	150.	(b)	151.	(b)	152.	(b)
153.	(d)	154.	(e)	155.	(d)	156.	(a)	157.	(a)	158.	(b)	159.	(a)	160.	(a)
161.	(b)	162.	(d)	163.	(b)	164.	(a)	165.	(b)	166.	(d)	167.	(a)	168.	(e)
169.	(a)	170.	(d)	171.	(b)	172.	(d)	173.	(a)	174.	(b)	175.	(b)	176.	(d)
177.	(a)	178.	(e)	179.	(d)	180.	(a)	181.	(d)	182.	(d)	183.	(e)	184.	(d)
185.	(e)	186.	(d)	187.	(a)	188.	(d)	189.	(b)	190.	(a)	191.	(a)	192.	(d)
193.	(e)	194.	(a)	195.	(b)	196.	(e)	197.	(d)	198.	(d)	199.	(d)	200.	(e)
201.	(e)	202.	(d)	203.	(a)	204.	(b)	205.	(d)	206.	(e)	207.	(b)	208.	(a)
209.	(e)	210.	(d)	211.	(b)	212.	(d)	213.	(a)	214.	(a)	215.	(e)	216.	(a)
217.	(e)	218.	(d)	219.	(a)	220.	(e)	221.	(a)	222.	(a)	223.	(b)	224.	(b)
225.	(e)	226.	(b)	227.	(d)	228.	(d)	229.	(d)	230.	(d)	231.	(a)	232.	(e)
233.	(e)	234.	(d)	235.	(d)	236.	(d)	237.	(b)	238.	(d)	239.	(d)	240.	(a)
241.	(e)	242.	(a)	243.	(a)	244.	(e)	245.	(b)	246.	(d)	247.	(e)	248.	(b)
249.	(e)	250.	(e)	251.	(d)	252.	(d)	253.	(d)	254.	(a)	255.	(d)	256.	(d)

PEDAGOGY

Learning Strategies

(Study Material)

Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Some of the more prominent strategies are outlined below. For more information about the use of these and other pedagogical approaches, contact the Program in Support of Teaching and Learning.

Lecture: For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990):

1. Fit the lecture to the audience
2. Focus your topic – remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience – notice their feedback
9. Be enthusiastic – you don't have to be an entertainer but you should be excited by your topic. (from Cashin, 1990, pp. 60-61)

Case Method: Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning

experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion: There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues to generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help facilitate large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning: Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities—all of which require students to apply what they are learning" (p. x). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. For more information about teaching strategies, see the list of college teaching references in Appendix N.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

Cooperative Learning: Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term Collaborative Learning is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Hirsh, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Learning and Teaching can provide faculty with supplementary information and resources. The use of cooperative learning or collaborative learning in college classrooms.

Integrating Technology: Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is

proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/faculty communication between class meetings. Others use listservs or on-line notes to extend topic discussions and explore critical issues with students and colleagues. Or, discipline-specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year about workshops and faculty conversations on the integration of technology teaching and learning.

Distance Learning: Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as "any form of teaching and learning in which the teacher and learner are not in the same place at the same time" (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, listservs, and interactive software have also been useful adaptations to the educational setting.

For more information about distance learning contact the Instructional Development Office at 703-993-3141 (Fairfax Campus) and watch for workshops and faculty discussions on the topic throughout the year.

What is the pedagogy of teaching?

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes.

What is the definition of teaching strategies?

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

What is an instructional strategy in teaching?

An **instructional strategy** is a method you would use in your teaching in the classroom, online, or in some other medium to help activate students' curiosity about a class topic, to engage the students in learning to produce critical thinking skills, to keep them on task, to engender sustained and useful classroom...

What are the methods of teaching?

A **teaching method** comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

Pedagogic strategy
Definition: Pedagogic Strategies can be defined at 3 levels:

1. General instructional designs
2. Designs applied to a teaching/learning unit (e.g. a lesson or a course module)
3. Pedagogic methods that are part of a wider design (e.g. of a pedagogic strategy defined here) and that we discuss elsewhere.

Important notice: Schneider doesn't feel very sure how to distinguish pedagogic strategies from what he calls instructional design models. Here is a provisional distinction:

1. Pedagogic strategies refer to a general abstract teaching method. They can influence instructional design models.
2. Instructional design models refer to more precise instructional designs (based on some more explicit teaching and learning goals). A model can (but must not) implement several kinds of pedagogic strategies and methods.

Alternative entry points:

1. Instructional design models (It might be good idea to merge at some point these articles, but then it's sometimes a good idea to look at a similar problem with different instrumentation ...)
2. Teaching style (models that focus on the classroom teacher)

Learning Strategies – MCQs

Write the correct answer:

Which one of the following statements is not suitable for teachers?

- (a) They really take interest in students
- (b) They are capable of guiding students and maintaining discipline
- (c)✓ They are not interested in moulding themselves according to the new situation
- (d) They are very much enthusiastic about such tasks as are done by teachers

The aim of a teacher is.

- (a) To help students get through in the examination
- (b) To make students disciplined
- (c)✓ To develop the abilities of students
- (d) To develop the social behaviours among students

Why will you ask questions from students during the course of a lecture?

- (a)✓ Are the students carefully listening to your lecture?
 - (b) To learn which one of the students is the brightest one
 - (c) To learn whether students are understanding (the lecture) or not
 - (d) To assist the students
4. A teacher with sober thoughts, in accordance with the rules:
- (a) Allows students to make mistakes but instructs them to reduce the number of such mistake
 - (b) Instructs his students not to commit any mistake at any point of time
 - (c)✓ Takes so many precautions so that students never make mistakes
 - (d) Give right punishment to those students who make mistakes
5. If a teacher has to prove his credibility in the evaluation of answer booklets, then he should be:
- (a) Dutiful

Pedagogy (Learning Strategies)

- (b) Very much regular
 - (c)✓ Impartial
 - (d) High-handed
6. The lecture will be communicated more effectively if teachers:
- (a) Read the prepared notes
 - (b)✓ Prepares good notes in advance and use them as their guides
 - (c) Engage students in immediate discussions
 - (d) Quote examples from other teaching sessions/lectures and engage students in immediate discussions
7. As a teacher, what will you do if students do not attend your class?
- (a) Blame students for their absence from the class
 - (b) Ponder over the present attitude of students in a calm manner
 - (c) Think about using some interesting techniques of teaching
 - (d)✓ Try to understand the reasons (for this behaviour) and try to eliminate them
8. Those students, who frequently ask questions in the class:
- (a) Should be advised to meet the teacher outside the classroom
 - (b)✓ Should be encouraged to take part in debates in the class
 - (c) Should be encouraged to find out the answers on their own
 - (d) Should be encouraged to ask questions on a continuous basis
9. Teachers should not have such expectations from their students as are beyond the development stage of the latter. If the former do so they:
- (a) Generate inferiority
 - (b)✓ Generate inferiority, high levels of tension and perplexity among students
 - (c) Generate motivation among students to learn more

- (d) None of these
10. The objective of education is to implement all the abilities of children to the maximum possible extent. This indicates that.

- (a) The teacher and parents should know how able the children are, or how much capable they are
- (b)✓ They should be given good opportunities and a conducive environment, which are helpful in their development to the maximum extent.
- (c) It is important that their character is helpful, persuasive and sympathetic
- (d) All of these

11. One will have more chances of being successful as a teacher, if

- (a) He belongs to the family of teachers
- (b) He is trained in teaching
- (c) He has ethical values and a good character
- (d)✓ He can organize his teaching material systematically and conveys the same effectively.

12. Effective teaching is a function of.
- (a)✓ Clear and precise communication
 - (b) Perfect classroom discipline
 - (c) Regular teaching
 - (d) Students self-learning

13. Which of the following is most desirable for a teacher?

- (a) To be punctual in the class
- (b)✓ Clear, precise, and systematic presentation of the subject-matter
- (c) To be strict disciplinarian
- (d) To be permissive in the class

14. A good teacher is one who.

- (a) is highly intelligent
- (b) lives simple life
- (c) has mastery over his teaching subject

- (d)✓ has genuine interest in his students
15. The teacher should:
- Keep distance with his students
 - Help the students to get good marks
 - ✓ Do whatever is needed to promote the welfare of his students
 - Teach well and think that his job is over
16. Which of the following is most important for a teacher?
- Classroom discipline
 - Subject he is teaching
 - ✓ Students of the class
 - Time available for teaching
- What I like about teaching is that it is the:
- Most peaceful job
 - Resort of even the least competent persons
 - ✓ Most challenging job
 - Most lucrative job because of the scope for private tuition
18. Which is the most sensible idea about teaching and research?
- They are two entirely different kinds of activities
 - They cannot go together
 - ✓ They are two sides of the same coin
 - They interfere with each other
19. A good teacher is one who:
- Reads a lot
 - Publishes lots of research paper
 - ✓ Teaches well
 - Cooperates well with the principal
- I will appreciate the teacher who
- has strict control over his students
 - ✓ knows the problems of students and helps them
 - is friendly with the students
 - has a charming personality

21. Four children are abused by a fifth one, all these four children react differently to the abuse and the ways in which they react are listed below. Which one of the reactions shows the maximum emotional maturity?
- Retorts with another abuse
 - Runs away from the scene
 - ✓ Keeps silent
 - Gives turn to the situation with humour
22. Communication will be effective:
- If it is delivered slowly and clearly
 - If it is delivered in a calm situation
 - If it reaches the receiver completely
 - ✓ If it reaches the receiver as intended by the sender
23. Communication in the classroom often fails because:
- The students are inattentive
 - ✓ The teacher is monotonous in delivering the message
 - The students have no interest in the lesson being taught
 - There is very much noise in and around the classroom
24. Which of the following will make communication more effective?
- Cutting jokes in between
 - Using multi-sensory appeal
 - Speaking with high authority
 - ✓ Telling what is useful to the listeners
25. Teaching will be effective if the teacher:
- is a master of the subject
 - has much experience in teaching the subject
 - ✓ starts from what students know already
 - uses many instructional aids
26. One can be a good teacher, if he:
- ✓ has genuine interest in teaching

- Pedagogy (Education)
- (b) knows how to control students
- (c) knows his subject
- (d) has good expression
27. A college teacher will really help the students when she
- dictates notes in the class
 - ✓ is objective in her evaluation
 - encourages students to ask questions
 - covers the syllabus completely in the class
28. Which is the more desirable outcome of teaching in higher education?
- Increase student's achievement
 - ✓ Increase in the level of independent thinking of students
 - Higher percentage of result
 - Increase in the number of students who opt for the subject
29. Which of the following statements has the high probability of being correct, as applied to higher education?
- All students cannot learn and so all do not learn
 - ✓ All students can learn but all do not learn
 - All students can learn and so all learn
 - All students cannot learn but all want to learn
30. A teacher has to be:
- A strict disciplinarian
 - Well versed in the subject
 - A continuous learner in the subject
 - ✓ Sympathetic towards slow learners
31. In higher education, research and teaching are two different activities that:
- Cannot go together
 - Can go, if at all, only in sequential order
 - ✓ Can go together
 - Can go together only at the expense of each other

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32. The facial expressions of students relate to which element of the communication process?
- ✓ Message
 - Receiver
 - Channel
 - Sender
33. Which is most desirable?
- The teacher should make good use of the black-board
 - The teacher should speak clearly and loudly
 - The teacher should not allow students to make noise in the class
 - ✓ The teacher should explain as simply as possible difficult aspects of the subject-matter
34. Which is the least important in teaching?
- ✓ Punishing the students
 - Maintaining discipline in the class
 - Lecturing in impressive ways
 - Drawing sketches and diagrams on the black-board if needed
35. Absenteeism in the class can be minimized by:
- Telling students that it is bad to be absent in the class
 - Punishing the students
 - ✓ Teaching the class effectively and regularly
 - Ignoring the fact of absenteeism
36. The most important skill of teaching is
- ✓ Making students understand what the teacher says
 - Covering the course prescribed in his subject
 - Keeping students relaxed while teaching
 - Taking classes regularly
37. Students learn more from a teacher who is:
- Affectionate
 - One who communicates his ideas precisely and clearly

- (c) Gentle (d)✓ Hard working
38. Effective teaching, by and large, is a function of:
 (a) Teacher's scholarship
 (b) Teacher's honesty
 (c)✓ Teacher's making students learn and understand
 (d) Teacher's liking for the job of teaching
39. My reaction to the statement "A good teacher is essentially a good researcher" is that this is:
 (a)✓ My firm belief
 (b) Something I find difficult to agree to
 (c) Something which I accept only as an opinion
 (d) Only a hypothesis
40. The psychological aspects of the classroom are best managed by:
 (a)✓ The class teacher
 (b) The subject teacher
 (c) The principal
 (d) The students themselves
41. Which is "feedback" in the newspaper's communication?
 (a) Articles (b) Editorials
 (c)✓ Letters to the Editor
 (d) News
42. Which of the following steps would you consider first for an effective communication?
 (a)✓ Select the channel of communication
 (b) Plan the evaluation procedure
 (c) Specify the objectives of communication
 (d) Identify various media or communication
43. _____ can be a powerful source of _____ provided _____ is _____
 (a) Content is presented through _____

44. To make classroom teaching more effective every teacher should:
 (a) Discuss with colleagues
 (b)✓ Analyze responses of students
 (c) Keep him/herself abreast of development in the area in his/her subject
 (d) Publish his/her writings
45. Meaningful learning takes place when:
 (a)✓ Students are interested in the topics taught
 (b) Explanations are given within the reach of the students
 (c) The new content being taught is related to the previous knowledge of the students
 (d) Students raise questions and get them clarified
46. A teacher is effective if he/she:
 (a) Explains everything in the class
 (b) Repeats explanations for each student
 (c)✓ Provides a variety of learning experiences
 (d) Answers all questions raised by students
47. Majority of students in a large class are found dozing. There may be something wrong with:
 (a)✓ The students concerned
 (b) The teaching process
 (c) The content taught
 (d) The time of inst
48. Generalizability of a new teaching method can be tested through research across:
 (a) Different teachers
 (b) Different subjects
 (c) Different levels/grades
 (d)✓ All the above
49. Good teaching is best reflected by
 (a) Attendance of students
 (b) Number of distinctions
 (c)✓ Meaningful questions asked by students

Pedagogy (Learning Strategies)

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- (d) Pin-drop silence in the class
50. The main aim of classroom teaching is:
 (a) To give information
 (b)✓ To develop inquiring mind
 (c) To develop personality of students
 (d) To help students pass examinations
51. Child development is marked by interrelated process, which one is not one of them?
 (a) Differentiation
 (b) Integration
 (c)✓ Motivation (d) Learning
52. In Your view, which one is the most important factor of teaching process?
 (a)✓ Teacher
 (b) The environment of the class
 (c) Student
 (d) Teaching materials
53. Generally, students like those teachers who:
 (a) Dictate notes in the class
 (b)✓ Reveal important Question before examination
 (c)✓ Remove the difficulties of the subjects
 (d) Are self-disciplined
54. When a student asks a Question to which the teaching has no direct, correct answer. What should the teacher do?
 (a) Give some vague answer and satisfy the student Questions
 (b) Tell the student-not to ask such irrelevant
 (c)✓ Tell the students- that he would give the correct answer later
 (d) Ask the student to find out the answer himself from books in the library
55. The students learn most from those teachers who:
 (a)✓ Are gentle
 (b) Express their ideas comprehensively and clearly
 (c) Are always ready for discussion
 (d) Work hard
56. The psychological environment of the class is mainly the duty of:
 (a)✓ Class-teacher
 (b) Subject-teacher
 (c) Principal
 (d) Student himself
57. The teacher should know the following thing:
 (a) What information is required by children?
 (b) What is known to the children before hand?
 (c)✓ In which field difficulty is faced by the children?
 (d) What was last known to the children
58. The able teacher is one who:
 (a) Helps all the students in passing the examination
 (b) Inculcates the interest in the subject among students
 (c) Maintains peace in the class
 (d)✓ Engages the students in their work
59. A student having scientific attitude:
 (a) Studies systematically
 (b) Gets goods job
 (c) Thinks rationally
 (d)✓ Comes courageous
60. Through which action children learn fast?
 (a)✓ Facial expression
 (b) Study
 (c) Write (d) Walk
61. If one child gives answers to all the Questions at first in the class but disturbs the rest of the children and roams here and there in the class then what will you do?
 (a) Punished him
 (b) Tell him not to do like that

- (c) Complain the guardians that his child is breaking the discipline
61. Engage that child in more activities than rest of the children of the class so that he may learn new things
62. What type of class-climate you would prefer?
- (a) A quiet and highly attentive class
- (b) An active class following the rules prescribed by you
- (c) A well-behaved class students speaking only when asked
- (d) A highly interactive and self-disciplined class
63. On which basis the ability of teachers can be judged?
- (a) Publication of the books
- (b) Period of the service
- (c) To fulfill the needs of the students
- (d) Personality of the teacher
64. The person is influential communicator if:
- (a) He is a comedian characteristic
- (b) If he has dramatic characteristics
- (c) If his communication is very clear
- (d) If he communicates in his mother tongue
65. Projective techniques of measuring personality is superior to other techniques because:
- (a) They are easy to administer
- (b) The examinee does not know about revealing his own self
- (c) Statistical analysis of the result is simple
- (d) None of these
66. Projective techniques of teaching strategies:
- (a) Increase the burden level of

- (b) To match contents and objective with strategy
- (c) To match it with ability level of pupils
- (d) All of the above
67. Which of the following is not emphasized in memory level of teaching?
- (a) Cramming of the learnt material
- (b) Presenting the subject matter by giving least freedom to pupils
- (c) Conducting tests along with teaching
- (d) Helping the pupils generalize the acquired knowledge
68. While delivering lecture in the class a teacher:
- (a) Must give illustrations to clarify the difficult points
- (b) Take the help of notes
- (c) Delivering long lectures
- (d) All of the above
69. In evaluation approach of lesson planning
- (a) Objective to be realized are written against each teaching point
- (b) Activities of the teacher and pupils are mentioned separately
- (c) Teaching strategies and material aids are mentioned in a separate column
- (d) All of the above
70. Bright students can be motivated well by:
- (a) Raising their aspiration level and goals of life
- (b) Introducing novelty in strategies
- (c) Giving them quick feedback
- (d) None of these
71. True or false items cannot provide accurate criterion of evaluation because:
- (a) Chance of guessing on the part of examinees is at highest probability

- (b) They do not require thorough study to attempt
- (c) They generally inflate actual scores due to guessing or cheating
- (d) All of the above
72. Which one is not among the elements of active learning?
- (a) Materials
- (b) Manipulation
- (c) Language
- (d) Practically
73. We call a child backward if:
- (a) His/her attainment scores lie among the lowest scores of his/her class.
- (b) He is dull child with a below average intelligence
- (c) He/she remains in same class for more than one year
- (d) His/her attainment falls below the level of his/her natural abilities
74. How does an effective teacher make students attentive in class?
- (a) By punishing naughty children
- (b) By making one's teaching interesting
- (c) By telling stories
- (d) By distributing sweets
- A popular teacher is one who:
- (a) Love children
- (b) Is favorite of children
- (c) Is favorite of parents
- (d) Respects children's parents
76. Which is the best method of study of child behavior?
- (a) Inspection method
- (b) Practical method
- (c) Interview method
- (d) Personal study method
77. What should teacher do before teaching the lesson?
- (a) Lesson should be ready by a student
- (b) He should tell the main objectives of the lesson
- (c) He should point out the meaning of difficult words of the lesson, first
- (d) He should tell the answers of the lessons first
78. Teacher should read other books also except course-books. What will be the benefit of it?
- (a) They can use their best time
- (b) They will get satisfaction and teach well
- (c) Knowledge will be overall developed and they teach well
- (d) People will know him as best teacher due to his way of teaching
79. For healthy arrangement of class room, necessary thing is
- (a) Sufficient light should be in the class
- (b) Ventilated class room
- (c) Appropriate seating arrangement in the class
- (d) All of the above
80. There are three main duties of a teacher:
- (a) Teaching, regulation and direction
- (b) Teaching, creation of character and cooperation
- (c) Direction, skilled-practice and regulation
- (d) Instruction, direction, and training
81. What will be your view about son and daughter in home?
- (a) You will ask son to do only marketing
- (b) You will not ask both of them to do any work
- (c) You will ask daughter to do only domestic work
- (d) You will ask both of them to do both types of work
82. Which of the following techniques is used in educational surveys?

- (a) Tests
(b) Questionnaires
(c) Interview
(d)✓ All of the above
83. Which of the following is an important fear causing stimuli?
(a) Fear of social situation like meeting with people in high offices, being lonely in the house.
(b) Fear of wild animals
(c) Fear of failure in the examination
(d)✓ All of the above
84. Guidance removes:
(a) Psychological problems of the individual
(b) The social problems of the individual
(c) The personal problems of the individual
(d)✓ All of the above
85. Teaching by small steps and frequent short assignment techniques are useful for
(a) Slow learners
(b) Learning disabled
(c) Educationally backward children
(d)✓ All of the above
86. Attitude can:
(a) Be overt or covert both
(b) Be the measure of cultural differentiation
(c) Provide basis for individual differences
(d)✓ All of the above
87. Which of the following is not the part of educational technology?
(a) Selection of suitable teaching strategies
(b) Use of motivation techniques in the class
(c)✓ Comparison of performance of two different classes or schools

- (d) Constructing of measuring instruments for evaluation of instructional outcomes
88. Purpose of evaluative phase of teaching is
(a) To know to what extent objectives are realized
(b) To know the shortcoming of the teacher
(c) To know the effectiveness of strategies
(d)✓ All of the above
89. Developing new rules and principles on the basis of given facts and information in memory level is called
(a)✓ Generalization
(b) Assimilation
(c) Application
(d) Association
90. Which of the following strategies is most suitable for introducing a lesson?
(a) Lecture (b)✓ Questioning
(c) Narration
(d) Demonstration
91. Which of the following strategies is problem centered?
(a) Project (b) Heuristic
(c) Discovery
(d)✓ All of the above
92. Which of the following purposes is served by lesson plan?
(a) Suitable learning environment can be created in the class
(b) Psychological teaching is possible
(c) A teacher can stick to his content
(d)✓ All of the above
93. Evaluation approach of lesson planning is criticized on the ground that:
(a) It is highly structured where teacher dominates over pupils
(b) No effort is made to integrate different teaching points
(c) It does not take individual differences of pupils into account

- (d) Which of the following teaching aids helps the pupils to study, analyses and compare data?
(a) Pictures (b) Diagrams
(c) Graphs (d) Maps
95. Complexities of scoring of matching type of tests can be reduced by:
(a) Increasing the items in two columns
(b) Supplementing the matched items with four alternative items
(c)✓ Assigning only one mark for the item
(d) None of these
96. To study the functioning of the unconscious mind, which of the following techniques can be most profitably used?
(a) Situational tests
(b)✓ Case studies
(c) Projective techniques
(d) Personality inventories
97. A successful teacher's most important function is:
(a) Helping students to pass examination
(b) Helping students to become good players
(c)✓ To develop thinking abilities among children
(d) To develop love for books among children
98. What is meaning of growth?
(a) Change related to result
(b) Change related to measurement
(c)✓ (a) & (b)
(d) None of these
99. What should teacher do after teaching the lesson?
(a) He should ask to do question answers of the lesson
(b) He should give them answers of the questions of the lessons
(c) He should leave them if they may write or not
(d)✓ He should test the understanding of the students

100. You are a famous teacher, but students are not satisfied with your teaching style. How you will teach them?
(a) Will tell about your style first
(b) Will change your style according to students
(c) Will take training again to reform the style
(d)✓ Will make harmony with student's style
101. Which of the following factors affects the classroom management?
(a) Behavior of teacher with students
(b) Disciplined and controlled behavior in classroom
(c) General administration and management of school
(d)✓ All of the above
102. Three merits of proficiency test are:
(a) Approval, subjectivity and reliability
(b) Approval, dexterity and objectivity
(c) Subjectivity, dexterity and approval
(d)✓ Approval, reliability and subjective
103. Which types of person should enter in the field of teaching?
(a)✓ Devoted and laborious persons
(b) General persons
(c) Meritorious persons
(d) Economically weak persons
104. Which of the following is the social characteristics of a child?
(a) His play is self-centered
(b) He recognizes his mother in the third month
(c) He understands the tone of voice i.e. love or hate
(d)✓ All of the above
105. Which of the following is an important anger arousing situation during adolescence?
(a) Not getting the needs fulfilled
(b) Biased attitude against them
(c) Unfair and insulting attitude towards them

- (d)✓ All of the above
10. When a child responds to all women who wear black sari because of the black suit of her mother, it is the example of:
- Internal inhibition
 - Generalization
 - Assimilation
 - All of the above
11. Guidance differs from counseling in which of the following manner?
- Guidance is a broader concept than counseling
 - Guidance is a group process while counseling is a one to one contact
 - Guidance mostly covers social aspects while counseling is a learning oriented process and reduces the learning problems of the individual
 - ✓ All of the above
12. Which of the following conditions must be met for proper adjustment of an individual?
- Physical fitness and health
 - Free from psychological diseases
 - Social acceptability of the person
 - ✓ All of the above
13. Which of the following can affect the results of students in the examination?
- Number of class works and the marks given
 - Working hours and days of the week
 - Support of teacher-parents
 - ✓ All of the above
14. Which phase is likely to fail if the teacher's phase is defective?
- Preparation phase is not properly planned
 - Selection phase is not properly executed
 - ✓ All of the above

111. In order to make memory level of teaching a success what should a teacher do?
- Subject matter should be meaningful and interesting before presenting it to pupils
 - Logical sequence should be there in the presentation of subject matter
 - Recall and rehearsal of the learn material should be done at short intervals
 - ✓ All of the above
112. All of the following are the advantages of lecture strategy except:
- More content can be presented to pupils in less amount of time
 - Objective of cognitive as well as affective domains of behavior can be achieved
 - ✓ It will increase the oral communication powers of pupils
 - Habit of concentrating to teaching for a longer period can be developed

113. Major advantage of supervised study technique is that:
- Problems of learning disabled and backward pupils can be removed
 - ✓ Self-learning habits and self-confidence can be developed in pupil.
 - Formative evaluation of teaching is possible
 - ✓ All of the above
114. To increase the confidence of the teacher:
- Well preparation of the material aids is required
 - ✓ Well preparation of the content is required
 - Class room discipline is a must
 - Selection of suitable strategy is needed

115. In teaching-learning process which of the following things is done first?
- Determination of objectives

- (b) Determination of strategies
- (c)✓ Task analysis
- (d) Writing objectives
116. Condition necessary for micro teaching is:
- Controlled environment
 - Observation and criticism
 - Repeated manifestation of only one skill
 - ✓ All of the above
117. The phrase equal educational opportunities in Pakistan means:
- ✓ Equal opportunities for all children to have access to education
 - Equality of type of education available for each child
 - Equality of educational standards for each child
 - Equal opportunities to have the type of education for the type of educational for which one is suited
118. How shall you help a student who has failed in the half yearly examination?
- By giving grace marks
 - By holding re-examination
 - ✓ By re-teaching difficult concepts
 - By asking parents to arrange private tuition
119. The students of class V make too much noise in math's class. The probable reason this could be that the teacher:
- ✓ Is not well versed in teaching methodology
 - Is not able to maintain discipline in class
 - The children do not pay attention
 - The children dislike the subject
120. Which of the skills do you consider is essential for a teacher?
- ✓ To communicate well
 - To use difficult language
 - To impress students
 - To read out the text-book
121. In co-education you want to:

- Make separate rows of boys and girls
 - You give preference to boys over girls
 - You give preference to none
 - ✓ You deal according to need
122. Success in developing values is mainly development upon:
- Government
 - Society
 - Family
 - ✓ Teacher
123. One of the basic principles of socializing individuals is:
- Religion
 - Caste
 - ✓ Education
 - Imitation
124. Which of the skill do you consider most essential for a teacher?
- Oration skills
 - Listening skills
 - Managerial skills
 - ✓ Teaching skills
125. Which of the skill do you consider most essential for a teacher?
- ✓ Encourage children to search for knowledge
 - Have all the information for the children
 - Ability to make children memorize materials
 - Enable children to do well in tests
126. Good reading aids in developing:
- ✓ Understanding
 - Pronunciation
 - Sensitivity
 - Increasing factual knowledge
127. A very important quality of a good student is:
- To always obey the teacher
 - To come to school on time
 - ✓ To make an effort to understand what is taught in class
 - To be quite and well behaved
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(b) Working house and days of the school
(c) Number of teacher-parents' meetings
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110. Interactive phase is likely to fail if,
- (a) Diagnostic phase is defective
(b) Post active phase is not properly planned
(c) Interactive phase is not properly activated
(d)✓ (a) & (b)

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- (a)✓ Equal opportunities for all children to have access to education
(b) Equality of type of education available for each child
(c) Equality of educational standards for each child
(d) Equal opportunities to have the type of educational for the type of educational for which one is suited

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123. One of the basic principles of socializing individuals is

- (a) Religion
(b) Caste
(c)✓ Education
(d) Imitation

124. Which of the skill do you consider most essential for a teacher?

- (a) Oration skills
(b) Listening skills
(c) Managerial skills
(d)✓ Teaching skills

125. Which of the skill do you consider most essential for a teacher?

- (a)✓ Encourage children to search for knowledge
(b) Have all the information for the children
(c) Ability to make children memorize materials
(d) Enable children to do well in tests

126. Good reading aims at developing.

- (a)✓ Understanding
(b) Pronunciation
(c) Sensitivity
(d) Increasing factual knowledge

127. A very important quality of a good student is:

- (a) To always obey the teacher
(b) To come to school on time
(c)✓ To make an effort to understand what is taught in class
(d) To be quite and well behaved

128. Success in developing values is mainly development upon:

- (a) Government
(b) Society
(c)✓ Family
(d) Teacher

129. The primary duty of a teacher is to be responsible to his/her.
 (a) Family (b)✓ Students
 (c) Society (d) Nation
130. Which of the following is not related to educational achievement?
 (a)✓ Heredity (b) Experiences
 (c) Practices (d) Self-learning
131. One of the students of a class hardly talks in the class. How would you encourage him to express himself?
 (a) By organizing discussions in classroom activities
 (b) By encouraging children to take part in
 (c) By organizing educational games, programmes in which children feel like speaking
 (d) By giving good marks to those who express themselves well
132. A teacher is considered successful only if he.
 (a) Understands his subject well
 (b) Gives good examination result
 (c)✓ Is gentle and easily approachable
 (d) Gets his articles published in popular magazines
133. If students do not understand what is taught in the class, the teacher should:
 (a) Repeat the lesson once again
 (b) Teach the lesson again giving more examples
 (c) Checkup the previous knowledge of the students in the class
 (d) Proceed to the next lesson so that syllabus could be covered
134. The illustration about internet and computer makes children
 (a) More intelligent
 (b) Increase the knowledge of the information
 (c) Give more knowledge
 (d) Increase the knowledge of the information
135. The use of black-board and

- (b) Self-learning
 (c) Practical training
 (d)✓ Game technique
136. You wish to become a teacher, because.
 (a) Less labor is involved in teaching
 (b)✓ Like to be a teacher
 (c) Get more holidays
 (d) There is no compulsion to teach
137. Zeenat is eight years old girl. She does not like to study. You as a teacher:
 (a) Give her oral work
 (b) Leave on her own in the class
 (c) Requests her to study despite she is not interested
 (d)✓ Describes the benefits of study
138. When a teacher enters his class on the first day the theme of discussion should be:
 (a) School building
 (b) School principal
 (c) Course-Content
 (d)✓ Introduction
139. Which of the following is not the purpose of profession?
 (a) To get the knowledge
 (b) To get good job
 (c) To development skills which are helpful in life
 (d)✓ To increase the skills and ability
140. The use of internet for students in their educational activities is in your opinion:
 (a) The wastage of precious time
 (b) Good medium of entertainment
 (c)✓ Medium for good teaching
 (d) Takes the place of the teacher
141. A teacher must check his own unruly behavior because.
 (a) Students will not like it
 (b) Parents will complain
 (c) Principal will take action
 (d)✓ He is dealing with impressionable age
142. Women are given preferences in teaching of primary children:
 (a) Students don't get scared
 (b) She can also cry

- (c)✓ She is emotionally understanding
 (d) Men don't like this profession
143. Basic Education means
 (a) Minimum learning
 (b) Poor learning
 (c) System of education
 (d)✓ Basic of a learning
144. All round developments means:
 (a) Shapely development of physique
 (b) All students should develop
 (c) One can take as many rounds as possible
 (d)✓ Developments of all the aspects of personality
145. A student having scientific attitude
 (a) Studies systematically
 (b) Gets good job
 (c)✓ Think rationally
 (d) Becomes courageous
146. Primary teachers should give top priority to
 (a) Understanding the child
 (b) Understanding the community
 (c)✓ Interaction with the parents
 (d) Understanding the colleague teachers
147. The most important duty of a teacher is
 (a) Teach well
 (b) Understand the student
 (c) Maintain discipline in the class
 (d)✓ Complete the syllabus
148. Before accepting the teaching profession one must know:
 (a) The pay scale of teachers
 (b) The duty of the teachers
 (c) The benefits available to teachers
 (d)✓ The future prospects of this profession
149. The able teacher is one who.
 (a) Helps all students in passing the examination
 (b) Inculcates the interest in the subject among students
 (c) Maintain peace in the class
- (d)✓ Engaged the students in their work
150. When taking a project you would
 (a)✓ Plan it very carefully and see that there is no chance of failure
 (b) Take it up only when you are assured of cooperation of others and success
 (c) Not mind failure as you feel even then you will learn something
 (d) Be hurt if criticized and leave the project if criticism is too much
151. Children learn better if teacher:
 (a) Repeats the instruction again and again
 (b) Do the same work before children to set an example
 (c) Give directions to children to learn from book
 (d)✓ Tells the children to do the work but he himself is not doing it
152. The teacher can become an effective communicator if:
 (a)✓ He uses the interactive style
 (b) If he helps the students in understanding the meaning of what he is teaching
 (c) He asks the questions while teaching
 (d) He helps the students in an answering subject-related questions
153. In present age as a teacher what type of person you want to make?
 (a) Good citizen
 (b)✓ Good citizen of competitive personality
 (c) Good soldiers
 (d) Good businessman
154. To teach three languages which of the following stages of education is important (useful)?
 (a) Lower primary stage
 (b) High primary stage
 (c) Secondary stage
 (d)✓ Higher secondary stage

155. In which of the following teaching techniques basic transformed competencies characteristic is found?

- (a) Verbal technique
- (b) To engage students in extracurricular activity
- (c) To tell the students to learn practically
- (d) ☒ Game technique

156. Which of the following techniques is the most suitable to judge the ability of the students?

- (a) Written examination
- (b) Oral-examination
- (c) ☒ Descriptive and consistent evaluation
- (d) Sudden inspection by the education officer

157. Which of the following is of no help in sustaining the attention of the students?

- (a) Keep changing the time of the sound by the teacher
- (b) The activity of the teacher in the class
- (c) ☒ The descriptive statement of the teacher
- (d) The facial gesture of the teacher

158. If student often comes late in the class then teacher:

- (a) Should make the student stand out of class to teach him a lesson
- (b) Should chide the student but keep him in the class
- (c) Should summon the principal to take action against the student
- (d) ☒ Engaged the student in their work

159. The purpose of the children centered education is:

- (a) The teacher must come to the level of children
- (b) The knowledge should be distributed in small fragments that children can learn easily
- (c) ☒ The difficult part of the chapter be removed

(d) ☒ How children will read while studying and creating situation for learning

160. For the person who wants to become good teacher:

- (a) ☒ Besides formal education, teacher training is must
- (b) Must have liking for children, he may not be trained
- (c) Must be graduate and trained in teaching
- (d) Formal education and liking for children is must, he may not be trained

161. To inculcate book-reading habit in young children:

- (a) They would be told to do it daily
- (b) Teacher should study in loud voice for them
- (c) Take them to the library
- (d) ☒ Give books to each one of them

162. The purpose of the children centered education is:

- (a) The teacher must come to the level of children
- (b) The knowledge should be distributed in small fragments that children can learn easily
- (c) ☒ The difficult part of the chapter be removed
- (d) ☒ How children will read while studying and create situations for learning

163. In a test-paper you as a student, have scored less than your expectation. You would then:

- (a) ☒ Discuss your marks and mistakes with the concerned teacher
- (b) Do nothing, keep quiet
- (c) Request the teacher to enhance your marks
- (d) Request the some other teacher may also mark the paper

164. Which of the following will you attach more importance to develop a democratic outlook among children?

- (a) ☒ Opportunities to express themselves freely in a disciplined manner
- (b) Opportunities to arrive at decisions on the basis of consensus after group discussion
- (c) Your decision after student's views
- (d) Unfettered opportunities to them to express them

165. In a theoretical discussion you are mostly concerned with:

- (a) Making the other party feel how silly their arguments are
- (b) Understanding the other party's view-point and arriving at the truth
- (c) Trying to reach some midway solution
- (d) ☒ Trying to convince the other party that you are absolutely right

166. As in charge of admission in your school, your principal has asked you to admit a certain candidate having very low marks, as he is the son of a very important person. In such a situation you would:

- (a) Quietly increase the marks as you feel it is your duty to obey the principal
- (b) Keep the marks as they are and not admit him
- (c) Resign and leave the institution as you do not want to work in such an immoral place
- (d) ☒ Discuss it with your colleagues and authority members and act according to their advice

167. One of your student suddenly gets seriously injured on the school's sports day. In such a situation first of all you would:

- (a) Fill up an accident report form
- (b) Arrange to send the student to his home
- (c) ☒ Render first aid and inform the head

(d) Get him transported to a hospital immediately

168. You find some of your students using abusive language outside the class. In such a situation you would:

- (a) Punish them then and there
- (b) Ignore the matter
- (c) Inform their parents about it
- (d) ☒ Talk to them in confidence separately

169. Parent should see that their children get such education that:

- (a) Enables them to earn money
- (b) Makes them discriminate between right and wrong
- (c) Gets them prestige in the society
- (d) ☒ Equips them with lots of knowledge

170. Discipline in the class is best ensured when:

- (a) The teacher makes effective use of teaching aids
- (b) ☒ Students are equal partner in the teaching learning process
- (c) The teacher is sure of his knowledge
- (d) The lesson has plenty of humour

171. Good education is that which helps a student to:

- (a) ☒ Realize his capabilities and limitations
- (b) Acquire expertise in some particular area
- (c) Become aware of his right as a citizen
- (d) Act according to the need of a situation

172. Teacher training is useful as it:

- (a) Gives knowledge about the principles of teaching
- (b) Acquaints one with the skills of teaching
- (c) Gives direction to the process of teaching
- (d) ☒ Provides opportunity for promotion in the profession

173. You are appointed as a teacher in a school which lacks necessary

activities. In such a situation you would:

- (a) Blame the authorities
- (b)✓ Try to work effectively within the limited facilities
- (c) Try to arrange maximum possible
- (d) Collect money from students to provide facilities

174. Through competitive games students learn to:

- (a) Accept occasional defeats in life
- (b) Be aggressive in pursuit of goals
- (c) Work even after school hours
- (d)✓ Perform well as sportsman

75. "We are all equal" means that:

- (a) Everyone is God's creation, even though we all may be different
- (b) All have the capacity to achieve great heights
- (c) Everyone should be provided with similar environment
- (d)✓ We all should perform our duties equally

176. In choosing a book to read you usually:

- (a)✓ Ask for advice, read reviews yet are guided by your own judgment
- (b) Do not seek any one's advice you decide by yourself
- (c) Seek advice of well-read persons and follow it
- (d) Go by the name and fame of the author

177. In dealing with the students, teacher should:

- (a) Maintain his dignity and authority
- (b) Keep them under supervision and control
- (c) Be one like them and identify with them
- (d)✓ Respect and listen to them on an equal basis

178. A good school is that which:

- (a) Nurtures qualities of a good citizen in its students

(b) Equips the students with the competency needed of acquiring jobs

- (c)✓ Helps in the all-round development of its students
- (d) Enables its students to achieve success in examinations

179. According to you the most important component of teaching learning process is:

- (a) Teacher (b) Class climate
- (c) Learner
- (d)✓ Learning material

180. The teaching becomes effective and joyful for the teacher, when students sitting in the class are:

- (a) All of the same intellectual level
- (b) Responding to questions put by the teacher
- (c) Not trying to satisfy their question
- (d)✓ Active in satisfying their curiosity

181. Which of the following factors influences your behavior most?

- (a) Financial gain
- (b) Social norms
- (c) Personal aspirations
- (d)✓ Scientific inferences

182. Education should be made self-sufficient because then:

- (a)✓ Students will take education seriously
- (b) Undeserving students will not seek admission
- (c) Crowd will be reduced in colleges
- (d) Investment of public money will be saved

183. Which of the following sets of trait is useful for teacher?

- (a) Forgiveness cooperation, anger
- (b) Honesty, jealousy, knowledge
- (c)✓ Knowledge restrains rationality
- (d) Tolerance kindness dominance

184. Which one of the following values should be given less importance by a teacher?

- (a) Tolerance (b) Cooperation

- (c)✓ Competition
- (d) Non-Violence

185. An essential quality of a good teacher is:

- (a) To be able to maintain discipline in class potential
- (b) To help and guide each child to attain his/her
- (c) To punish children when they are naughty
- (d)✓ To give the children the maximum amount of information

186. Giving feedback about the progress of students will make them:

- (a) Happy (b)✓ Do better
- (c) Discouraged
- (d) Regular

87. If student do not understand what is taught in the class the teacher should:

- (a) Repeat the lesson the once again
- (b) Checkup the previous knowledge of the students in the topic

- (c) Teach the lesson again giving more examples
- (d) Proceed to the next lesson so that syllabus could be covered

188. Which of the following do you think is most suited to bring about desired behavior changes in the child?

- (a) By explaining the utility of the desired change
- (b) By an exemplary behavior of a teacher
- (c) By warning against the possible adverse result on not bringing about the change
- (d)✓ By holding out hopes of a reward for good result

189. Overall quality of an elementary school can be improved by:

- (a)✓ Involving the neighborhoods community in school activities
- (b) Using innovative methods of teaching
- (c) Providing adequate infrastructure
- (d) None of these

190. The job of a school teacher is more attractive than in the past because of:

- (a) Higher social status
- (b) Higher pay
- (c) More training institution
- (d)✓ Greater job satisfaction

191. Non-school going children (7-12 years) can be to primary school if:

- (a) Free meals are provided in the schools
- (b) Watch groups are formed in community
- (c) Books and school uniform are given free
- (d)✓ Child labor is abolished

192. Parents are happy with a school if:

- (a)✓ Their children are learning effectively
- (b) The school has good facilities
- (c) Teacher take their classes regularly and punctually
- (d) Child labor is abolished

193. Elementary teacher should give top priority to:

- (a)✓ Understanding the children
- (b) Understanding the community
- (c) Interacting with parents
- (d) Understanding fellow teachers

194. Pre-service training of elementary teachers should basically focus on:

- (a)✓ Preparing for work with children from varied socio-culture contexts
- (b) Preparing social activity
- (c) Caring for the community
- (d) Mastery of the subject matter

195. Which of the following set of trait is useful for a teacher?

- (a) Forgiveness, cooperation, anger
- (b) Knowledge, restraint, rationality
- (c) Honesty, jealousy, knowledge
- (d)✓ Tolerance, kindness, dominance

196. In your opinion, the educational television programmer for students is:

- (a) Misuse of their valuable time
- (b) A good means of recreation
- (c)✓ Means of improving teaching
- (d) Replacement of a teacher

97. The reason for lack of student's interest in education is:
- No future prospect of education
 - Lack of rites
 - Indifference of parents
 - ☒ Lack of relevant syllabus
198. At primary level, women are more effective teachers than men because:
- ☒ They give motherly affection to the children
 - They do not punish children
 - Children are not afraid of them
 - They teach through songs
199. It is essential to give more attention to the education of children with special needs because they:
- ☒ Should be able to live like all others
 - Need kindness
 - Are not fortunate like others
 - Will not suffer from inferiority feeling
200. What is not the aim of learning?
- To acquire knowledge
 - To get a good job
 - To develop life skills
 - ☒ To develop competencies and skills
201. Who is a creative child? One who:
- is regular in the class
 - Does not necessarily obeys the instructional direction by the teacher
 - is extraordinarily disciplined
 - ☒ is curious about everything
202. Teaching is a profession which:
- is comfortable
 - Gives income from tuition
 - involves constant learning
 - Provides satisfaction with low salary
203. Which one is the best method of teaching at primary level?
- Traditional blackboard and chalk method
 - Self-learning
 - Learning by doing
 - ☒ Play way method

204. If you are asked to deliver a speech on a critical topic you will:
- Refuse to do so
 - Take advice from your friends
 - ☒ Be ready happily
 - Ask for some time to decide
205. The most successful medium for learning new things is:
- To see new films
 - To meditate
 - ☒ Active participation in society and involvement in studies
 - To go on a tour
206. By organizing the games among students means:
- The time of the students is wasted
 - Groupies is encouraged among students
 - Their studies are adversely affected
 - ☒ Their other talents and qualities are developed
207. If you have some problem with the principal, you will:
- ☒ Talk to him directly
 - Adopt the policy of "tit for tat"
 - Complain about it to your colleagues
 - Complain against him to the higher authorities
208. As a teacher you would like the students who are:
- Naughty
 - ☒ Dedicated
 - Indiscipline
 - Irresponsible
209. The purpose of having a national curriculum is:
- ☒ To maintain the standard of education
 - To control state policy on education
 - To achieve universal elementary education
 - To eradicate evils of the education system
210. A successful teacher should be:
- Tolerant
 - Lover of discipline

211. The most attractive feature of teaching profession is:
- Earning from tuition
 - More than sufficient free time
 - ☒ Social respect
 - Pleasures of teaching
212. The best teacher is one who:
- Provides the students with right guidance
 - Loves discipline
 - Is punctual
 - ☒ Who takes interest in the all-round development of the students
213. To win the confidence of the students the teacher should behave with the students:
- Like a teacher
 - Like a mother
 - Like a father
 - ☒ Like a friend
214. As a teacher your attitude towards a student who is weak in studies should be:
- Strict
 - Lovely
 - Generous
 - ☒ Sympathetic
215. The teacher should know the following thing:
- What information is required by children?
 - What is known to the children before hand?
 - In which field difficulty is faced by the children?
 - ☒ What was last known to the children?
216. For the person who wants to become good teacher:
- Besides formal education teacher training is must
 - Must have liking for children, he may not be trained
 - ☒ Must be graduate and trained in teaching
 - Formal education and liking for children is must, he may not be trained?

217. The aim of education is to make the all round development of the child, which of the following is not included in it?
- ☒ Economic development
 - Physical development
 - Mental development
 - Moral development
218. Absenteeism can be tackled by:
- Teaching
 - Punishing the students
 - Giving the sweets
 - ☒ Contacting the parents
219. You want to be a teacher because:
- You will get a job
 - ☒ You are very much interested in learning and teaching
 - Your guardians want it
 - All your friends have become teachers
220. Teacher is a three dimensional process which does not involved:
- Student
 - Teacher
 - Environment
 - ☒ Library
221. As a teacher your goals is:
- ☒ To take care the interests of the students
 - To teach the students
 - To work for fame
 - To maintain maximum

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PEDAGOGY

Learning Environment

(Study Material)

Learning Environment Goals:

1. Creation of spaces for high intellectual performance.
2. Positive development and affirmation of each student's cultural linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency.
3. Development of necessary skills for students to become academically competent, multilingual, multicultural, proactive, holonomous, moral, and socially responsive members of a democratic society.
4. Development of a high status environment for multilingualism and multiculturalism.

Rich & Affirming Environments Should:

Promote:

1. Belonging
2. Connections to Others Relationships
3. Community
4. Self-determination
5. Affirmation of Identity
6. Self-Awareness & Reflection
7. Responsiveness
8. Responsibility
9. Trust
10. Empathy
11. Generosity
12. Dignity
13. Respect for Self and Others
14. Intrinsic Motivation
15. Curiosity
16. Competence
17. Decision-Making / Problem-Solving
18. Pleasure in Learning & Achieving
19. Activism & Involvement
20. Democracy

Avoid:

1. Exclusion
2. Isolation
3. Individualism
4. Controlling Behaviors & Environments
5. Coercion & Threats
6. Restrictions
7. Mindless Compliance
8. Authoritarianism
9. Mistrust

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10. Selfishness
11. Self-Centeredness
12. Punishments & Rewards
13. Boredom
14. Helplessness/Incompetence
15. Rote/Disconnected Learning
16. Learning as a Chore
17. Passivity & Withdrawal
18. Disempowerment
19. Meanspiritedness
20. Humiliation

COMMUNITY • SELF-DETERMINATION • TRUST & RESPECT • DEMOCRACY

More specifically, we need a learning environment that promotes

1. **Community:** So that English Learners feel they belong and are able to establish positive relationships with other students, teachers, and other adults. In short, they feel connected to the classroom and the school.

2. **Self Determination:** So that English Learners' identities are affirmed, rather than eradicated and so English Learners are encouraged to be self-aware, to reflect, to be responsive to those around them and to take responsibility for their own learning, including speaking out when what is happening in classrooms is not meeting their needs.

3. **Trust and Respect:** So that English Learners can develop empathy for others and a certain generosity of spirit, where every English Learner can experience dignity, where there is no room for selfishness, humiliation, or mean-spiritedness.

4. **Democracy:** So that English Learners can be involved in decision-making and problem-solving both, where they are intrinsically motivated and not dependent on external punishments or rewards, where they see themselves and are seen as competent and able to make change, where their curiosities are taken seriously and so they learn to take pleasure in learning and achieving, where they learn to advocate on their own behalf and on behalf of others.

Empowering Pedagogy:

When we talk about pedagogy for English Learners, whether we are working in English or in the primary language, we want to focus on five key components.

Interactive Structures:

1. Providing open ended tasks
2. Scaffolding tasks to support language output
3. Writing and drawing as preparation for speaking & encouraging written language
4. Planning consciously and consistently for language growth

Student to Student Interaction:

1. Output requires students to verbalize their thinking
2. Output provides rehearsal for students who need it.
3. Interaction provides a chance to hear new or needed vocabulary/language structures used by more able classmates.
4. Interaction provides language models and alternatives to the encoding options chosen by the students.
5. Student to student interaction provides more accessible input than teacher talk often does.

Students can't pay more attention to being comprehensible to other students than the teacher

- Characteristics of Effective Pedagogy:**
1. Authentic, Meaningful Language Use
 2. Interaction & Cooperation
 3. Multimedial, Multisensory Learning
 4. Prior Knowledge
 5. Personalized Contexts & Student Voice
 6. Low Threat High Challenge
 7. Hands-On Learning Tasks
 8. Student Reflection
 9. Strategic Use of L1 Linguistic Knowledge
 10. Negotiation of Meaning
 11. Teacher Mediation/Student Appropriation
 12. Multicultural Perspectives
 13. Learning Strategies & Graphic Organizers
 14. Transparent Organization
 15. Integrated, Cross-disciplinary Curriculum
 16. Authentic Assessment

Obviously, there are many interrelated and interdependent practices that make up a sound pedagogy that is aligned to a powerful vision of sustainable English Learner success. When we use these in a thoughtful and integrated way, they make our practice much more powerful and more effective. One approach is to work from a base of interactive structures, which are explored in more detail in the Interactive Structures section of this book. By identifying and using appropriate structures, rather than just activities, for engaging English Learners in their content language and culture studies, we can maximize their learning.

Learning Environment – MCQs

Write the correct answer:

1. The process of change:
 - (a) Enables an individual to lead successful life
 - (b) Enables an individual to adjust in the society
 - (c) Enables an individual to develop his abilities
 - (d) All of the above
2. Learning proceeds from infancy to:
 - (a) Childhood
 - (b) Adolescence
 - (c) Adulthood
 - (d) Maturation
3. A child is unable to:
 - (a) Meet his needs by himself
 - (b) Respond
 - (c) Interact from the

- (d) Both (a) and (b)
4. The change in an individual occurs when he:
 - (a) Intends to change
 - (b) Passes through an experience
 - (c) Passes through the learning process
 - (d) Both (a) and (b)
 5. The changes due to experiences:
 - (a) Are permanent
 - (b) Continue throughout life
 - (c) Pave the way to new changes
 - (d) All of the above
 6. The natural changes are:
 - (a) Temporary
 - (b) Permanent
 - (c) Neutral
 - (d) None of the above

- Learning Environment**
7. The behavioral changes due to experiences:
 - (a) Are sometimes temporary
 - (b) Are sometimes permanent
 - (c) Are always natural
 - (d) Both (a) and (b)
 8. Which of the following is included in the concept of learning?
 - (a) Process
 - (b) Process and change
 - (c) Process, change and experience
 - (d) All of the above
 9. The changes due to learning:
 - (a) Do not leave any effect on individual's behavior
 - (b) Are not concerned with environment
 - (c) Enable an individual to perform his role
 - (d) Are concerned with heredity
 10. The response of an individual emerging from an experience:
 - (a) Enables him to pass through further experiences
 - (b) Becomes neutral
 - (c) Becomes negative
 - (d) Becomes imbalanced
 11. Learning is a:
 - (a) Continuous process
 - (b) Process which brings about changes
 - (c) Process which brings about behavior modification
 - (d) All of the above
 12. Which of the following is not necessary for the process of learning?
 - (a) Sex discrimination
 - (b) Physical development
 - (c) Cognitive development
 - (d) Experiences
 13. The direct experience:
 - (a) Is the personal experience of an individual
 - (b) Is not concerned with the environmental stimulus
 - (c) Has no effect on the individual

- (d) Is concerned with the laws
14. In learning by trial & error, an individual:
 - (a) Has not already available solution to his problems
 - (b) Does not use his intellect
 - (c) Does not commit mistakes
 - (d) Does not retry after failure
 15. In learning by trial and error, an individual carries on his work unless:
 - (a) He finds an appropriate solution
 - (b) He commits mistakes
 - (c) He comes across some negative response
 - (d) Both (a) and (b)
 16. Which of the following is the first step of learning by trial and error?
 - (a) Identification of the problem
 - (b) Realization of the problem
 - (c) Efforts for the solution of problem
 - (d) Remembering the solution of problem
 17. To see the people doing and try to do the same is:
 - (a) Learning by trial & error
 - (b) Learning by imitation
 - (c) Learning by insight
 - (d) Learning by doing
 18. Drinking water to extinguish thirst is:
 - (a) A natural act
 - (b) An imitative act
 - (c) An emotional act
 - (d) A social act
 19. The act of imitation:
 - (a) Continues throughout life
 - (b) Is concerned with observation
 - (c) Is concerned with repetition
 - (d) All of the above
 20. In the act of imitation, an individual:
 - (a) Observes the other people doing work
 - (b) Makes efforts to do the work by himself
 - (c) Makes efforts to perform the

- same by himself
- (d) All of the above
21. Which of the following action is not concerned with learning by imitation?
- (a) Observing the people doing work
(b) Solving the problems of mathematics
(c) Attempting the works of people
(d) Repeating the methodology of doing work
22. Delivery of correct pronunciation is concerned with learning by
- (a) Trial and error
(b) Insight (c) Imitation
(d) Doing
23. In learning by insight, an individual
- (a) Employs his cognitive abilities for solving his problems
(b) Observes the behavior of others
(c) Considers just one aspect of a problem
(d) Both (a) and (b)
24. Insight is a process in which an individual
- (a) Uses his previous knowledge
(b) Deliberately attempts to solve the problems
(c) Identifies the irrelevant aspects of a problem
(d) All of the above
25. Employing the learning by insight approach, an individual can benefit himself from various solutions of problems and thereby
- (a) Increases his capacities
(b) Increases his learning
(c) Determines his future line of action
(d) All of the above
26. An individual learns through
- (a) Trial & error
(b) Imitation (c) Insight
(d) All of the above
27. Which of the following is the central point of learning through insight?

- (a) Solution of a problem through repeated errors
(b) Observation of the behavior of others
(c) Instantly solve a problem
(d) None of the above
28. In learning by insight, an individual
- (a) Has an understanding of the environment
(b) Knows the benefits of the solution of problem
(c) Consciously makes efforts to solve a problem
(d) All of the above
29. Skills become the part of behaviour when
- (a) Their theories are studied
(b) An individual practice them by himself
(c) The other individuals are observed
(d) One has the firm intention to do them
30. Which of the following method of learning is used in learning by doing?
- (a) Learning thought trial & error
(b) Learning thought imitation
(c) Learning thought insight
(d) All of the above
31. In learning by doing, learning comes through:
- (a) Skills (b) Observation
(c) Imitation (d) Theories
32. Which of the following is decided in learning by doing:
- (a) Goals to achieve
(b) Difficulties confronted
(c) Skills necessary for solution of difficulty
(d) All of the above
33. In case of failure in learning through doing, an individual is able:
- (a) To remove the present errors
(b) To know new things
(c) To adopt new attitude
(d) All of the above

34. Learning is the process of change in
- (a) Behavior
(b) Attitudes
(c) Skills and increase in skills
(d) All of the above
35. Which of the following is not included in the law of learning?
- (a) Law of readiness
(b) Law of modification
(c) Law of exercise
(d) Law of effect
36. Learning cannot become meaningful unless an individual is not:
- (a) Physically prepared
(b) Mentally prepared
(c) Emotionally prepared
(d) All of the above
37. Which of the following has a significant role in the learning process?
- (a) Desire
(b) Previous knowledge
(c) Mental level
(d) All of the above
38. Readiness refers to
- (a) Mentally preparation for learning
(b) Increase in the pace of learning process
(c) Removal of hindrances in the learning process
(d) Both (a) and (b)
39. Which of the following learning cannot be durable and effective?
- (a) That is not backed up by enough practice
(b) That is backed up by a motive
(c) That is not followed by pleasant results
(d) Both (b) and (c)
40. If the results of an activity are pleasant
- (a) Law of exercise becomes ineffective
(b) Learning becomes durable
(c) Readiness decreases
(d) Response frequency decreases
41. The connection between stimulus and response depends on
- (a) The pleasure an individual gains
(b) The discomfort an individual faces
(c) The pleasure or discomfort an individual experiences
(d) None of the above
42. Which of the following is closely associated with the effectiveness of the law of effect
- (a) Learning (b) Stimulus
(c) Response (d) Sensation
43. If an activity is difficult to do
- (a) Learning will not be effective
(b) Learning will not take place
(c) Learning will be effective
(d) Learning will take place with a stimulus
44. Which of the following is also called factors influencing learning
- (a) Law of learning
(b) Condition of learning
(c) Transfer of learning
(d) None of the above
45. Motivation is:
- (a) An inner state of an individual
(b) An external state of an individual
(c) A learning state of an individual
(d) A creative state of an individual
46. Which of the following is produced in an individual by motivation?
- (a) Desire (b) Courage
(c) Tendency
(d) All of the above
47. The interest of an individual is:
- (a) A learned role
(b) An unlearned role
(c) A natural role
(d) A social role
48. Which of the following is the key factor in the selection of interests?
- (a) Pleasure
(b) Material gain

40. Punishment
41. Skills
42. Learning from punishment is
43. An immediate objective
44. A remote objective
45. A natural objective
46. An academic objective
47. An individual can only easily learn if:
48. He is ready to learn
49. He has the desire to learn
50. He makes efforts to learn consciously
51. All of the above
52. Which of the following is the change in attitude, interests and interests?
53. Concepts (b) Time
54. Experiences
55. All of the above
56. If an activity pleases a child
57. He will do it repeatedly
58. He will make it a part of his behavior
59. He will opt it from other options
60. All of the above
61. Attitude refers to
62. A person's attitude
63. A person's attitude
64. A person's attitude
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98. A person's attitude
99. A person's attitude
100. A person's attitude

- (a) The particular learning can be beneficial for him
- (b) The particular learning can be beneficial for him in future
- (c) The particular learning can be socially beneficial for him
- (d) All of the above
57. The unarranged and disordered poems.
- (a) Cannot be memorized
- (b) Can be remembered till long
- (c) Can easily be forgotten
- (d) Are a source of fun for children
58. Which of the following increases the pace of development?
- (a) Meaningless content
- (b) Meaningful content
- (c) Punishment
- (d) Ignorance of individual differences
59. Attitude refers to the inner state of an individual which influences
- (a) The selection of an activity
- (b) The adoption of an activity
- (c) The understanding of an activity
- (d) All of the above
60. A child
- (a) Learns positive attitudes from his family
- (b) Learns negative attitudes from his family
- (c) Learns both positive and negative attitudes from his family
- (d) None of the above
61. Thoughts and ideas of the individual are termed as
- (a) Attitudes
- (b) Individual differences
- (c) Learning (d) Motives
62. Which of the following question is frequently raised in the conditions of learning?
- (a) Which factors influence the learning process
- (b) How the field of educational

- psychology can be widened
- (c) How individual differences can be reduced
- (d) All of the above
63. According to behaviorists, learning of an individual can be seen through
- (a) Inner states
- (b) Observable behavior
- (c) Individual differences
- (d) Measurement of personality
64. Who was the founding father of classical conditioning?
- (a) Thorndike (b) Skinner
- (c) Pavlov (d) Vygotsky
65. The connection between stimulus and response is called
- (a) Intelligence quotient
- (b) Standardized test
- (c) Conditioning
- (d) Curricular content
66. Which of the following is the base of learning of an individual according to the cognitive psychologists?
- (a) Inner condition
- (b) Observable condition
- (c) Social condition
- (d) Emotional condition
67. Inner faculties and intellectual processing are concerned with.
- (a) Cognition (b) Personality
- (c) Measurement
- (d) Aptitude
68. According to cognitive psychologists, the observable behavior.
- (a) Is not possible without aptitudinal change
- (b) Is not possible without environmental change
- (c) Not both (a) and (b)
- (d) Is not possible without constant change
69. Which of the following types of investment is necessary for acquisition of the objectives of National Education Policy?
- (a) Short term investment

- (b) Long-term investment
- (c) Mid-term investment
- (d) No type of investment is needed
70. Koffka and Koehler were concerned with
- (a) Behaviourism
- (b) Cognitive school of thought
- (c) Progressivism
- (d) Existentialism
71. Changes due to learning are
- (a) Temporary (b) Permanent
- (c) Physical
- (d) Psycho-dynamical
72. Learning
- (a) Gives rise to many habits
- (b) Gives rise to many emotional states
- (c) Gives rise to many economic abilities
- (d) Gives rise to many permanent behavioural changes
73. A child can learn only
- (a) What is taught to him
- (b) What does he learn at home
- (c) For what he wishes to learn
- (d) What he find in his environment
74. Learning enables an individual.
- (a) To know the problem
- (b) To comprehend and solve the problems
- (c) To comprehend the problem by experience
- (d) To remove the problem
75. Who put forward the theory of connectionism?
- (a) Pavlov (b) Skinner
- (c) Thorndike (d) Watson
76. Learning is based on
- (a) Knowledge
- (b) Comprehension
- (c) Understanding
- (d) Practice
77. Who founded the school of psychology known as Behaviorism?

- (a) Skinner (b) Thorndike
(c) Watson (d) Pavlov
78. What type of learning process?
- (a) Contiguous process
(b) Process which brings about changes
(c) Process which brings about behavior modification
(d) All of the above
79. In classical conditioning, events critical to the learning occur _____ the response:
- (a) Before (b) After
(c) Simultaneously with
(d) In a manner unrelated to
80. A punisher can be:
- (a) The onset of an unpleasant event
(b) The removal of a positive state of affairs
(c) Any consequence that reduces the occurrence of a behavior
(d) A positive reinforcer
81. In operant conditioning, what is the relationship between events critical to learning and the response to be earned?
- (a) They occur before the response
(b) They occur after the response
(c) They occur simultaneously with the response
(d) They are unrelated to the response
82. If the conditioned stimulus is presented many times without reinforcement, we can expect:
- (a) An increase in stimulus generalization
(b) The strength of the UR to increase
(c) An increase in response generalization
(d) Extinction to occur
83. A child has learned to avoid a furry, black cat. However, she still plays with her grandmother's short-haired

tabby. Her response demonstrates:

- (a) Negative transfer
(b) Extinction
(c) Discrimination
(d) Successive approximation
84. Punishment is most effective in suppressing behavior when it is:
- (a) Immediate, consistent, and intense
(b) Delayed consistent, and mild
(c) Immediate, consistent, and mild
(d) Delayed, inconsistent, and intense.
85. The greatest degree of resistance to extinction is typically caused by a _____ schedule of reinforcement
- (a) Variable interval
(b) Variable ratio
(c) Fixed interval
(d) Fixed ratio
86. Ivan Pavlov has been credited with the initial discovery of
- (a) Operant conditioning
(b) Reinforcement
(c) Classical conditioning
(d) Vicarious conditioning
87. In Pavlov's experiments with dogs the bell (prior to conditioning) was the:
- (a) Neutral stimulus
(b) Unconditioned stimulus
(c) Conditioned stimulus
(d) Unconditioned response
88. Meaningful of an act for a child means to what extent:
- (a) The particular learning can be beneficial for him
(b) The particular learning can be beneficial for him in future
(c) The particular learning can be socially beneficial for him
(d) All of the above
89. In classical conditioning two _____ are associated:
- (a) Punishers (b) Stimuli
(c) Responses (d) Reinforcers
90. Ivan Pavlov was a:

- (a) Psychologist
(b) Physiologist
(c) Physicist (d) Psychiatrist
91. Which of the following might serve as a secondary reinforcer?
- (a) Sex (b) Grades
(c) Food
(d) A pain-relieving drug
92. The process of change:
- (a) Enables an individual to lead successful life
(b) Enables an individual to adjust in the society
(c) Enables an individual to develop his abilities
(d) All of the above
93. In Pavlov's experiment the dog's food powder served as a(n):
- (a) Conditioned stimulus
(b) Unconditioned response
(c) Conditioned response
(d) Unconditioned stimulus
94. If Pavlov wanted to stop his dogs from salivating to the sound of a bell he would put them through _____ training:
- (a) Extinction
(b) Generalization
(c) Spontaneous recovery
(d) Discrimination
95. Just the sight of Mary's sexy nightgown makes Jim aroused. Mary's nightgown serves as a(n):
- (a) Unconditioned response
(b) Conditioned response
(c) Conditioned stimulus
(d) Unconditioned stimulus
96. A child who has been frightened by a dog develops a fear response to all dogs. This is known as:
- (a) Stimulus discrimination
(b) Extinction
(c) Spontaneous recovery
(d) Stimulus generalization
97. Rescorla found that a neutral stimulus becomes a conditioned stimulus only if it is contingent and
- (a) Inclusive (b) Dominant
(c) Informative (d) Appropriate
98. Watson trained Little Albert to fear a white rat. In his experiment the loud noise was
- (a) Unconditioned response
(b) Conditioned stimulus
(c) Conditioned response
(d) Unconditioned stimulus
99. Edward Thorndike established the:
- (a) Principle of reinforcement
(b) Law of effect
(c) Contiguity hypothesis
(d) Theory of behaviorism
100. Negative reinforcement occurs when behavior
- (a) Decreases (b) Is punished
(c) Remains the same
(d) Increases
101. By definition, _____ always reduces the probability of a response occurring again.
- (a) Positive reinforcement
(b) Punishment
(c) Negative reinforcement
(d) Observation
102. The technique of using desensitization involves:
- (a) Flooding the person with images of the feared stimulus
(b) Gradually exposing the person to the feared stimulus
(c) Gradually exposing the person to the feared stimulus only when they are fully relaxed
(d) Systematically increasing the stimulus intensity up to the breaking point
103. A dog that gets rewarded for the first bark it makes in each ten minute period is being reinforced on a schedule of reinforcement:
- (a) Continuous
(b) Fixed interval
(c) Variable interval

- (a) Fixed ratio
 (b) In Pavlov's experiments with dogs, food was the:
 (a) Conditioned response
 (b) Unconditioned stimulus
 (c) Conditioned stimulus
 (d) Unconditioned response

105. In _____ reinforcement, the reinforcement follows every correct response:
 (a) Intermittent (b) Partial
 (c) Negative (d) Continuous

Answers

1	(d)	2	(a)	3	(a)	4	(d)	5	(c)
6	(b)	7	(d)	8	(c)	9	(c)	10	(a)
11	(a)	12	(c)	13	(a)	14	(a)	15	(a)
16	(a)	17	(b)	18	(a)	19	(d)	20	(d)
21	(b)	22	(c)	23	(a)	24	(d)	25	(c)
26	(c)	27	(c)	28	(d)	29	(c)	30	(d)
31	(a)	32	(c)	33	(d)	34	(c)	35	(b)
36	(d)	37	(d)	38	(a)	39	(a)	40	(b)
41	(c)	42	(a)	43	(a)	44	(b)	45	(a)
46	(d)	47	(a)	48	(a)	49	(a)	50	(d)
51	(a)	52	(d)	53	(d)	54	(a)	55	(c)
56	(d)	57	(c)	58	(b)	59	(d)	60	(c)
61	(a)	62	(a)	63	(b)	64	(d)	65	(c)
66	(a)	67	(a)	68	(b)	69	(b)	70	(b)
71	(c)	72	(d)	73	(a)	74	(b)	75	(c)
76	(a)	77	(c)	78	(d)	79	(a)	80	(c)
81	(b)	82	(d)	83	(c)	84	(a)	85	(a)
86	(c)	87	(c)	88	(d)	89	(b)	90	(b)
91	(b)	92	(d)	93	(d)	94	(a)	95	(c)
96	(d)	97	(c)	98	(d)	99	(b)	100	(d)
101	(c)	102	(c)	103	(b)	104	(b)	105	(c)

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Early Child Education

(Study Material)

POLICY CONTENT AND SITUATION ANALYSIS IN PAKISTAN

Current Policy and Historical Roots: Early Childhood Education (ECE) in Pakistan's public education sector can be traced back to the country's first Education Conference in November 1947. The terms of reference for the primary and secondary committee then, included the provision of pre-primary education through a clause that the committee shall 'recommend the times on which pre-primary education may be run and to consider the part of the Central and Provincial governments in setting up Nursery schools (QES, 1947)'. The age bracket for early childhood mentioned in the 1947 proceedings was 3-6 years.

The following table provides a snapshot of the history of policy development on ECE

Timelines	Policy Development on ECE Education - A Historical View
1947	Viewing Nursery as an integral part of the mainstream education at the Education Conference 1947
1950s - 1980s	Katchi classes as a means to merely familiarize children with school setting, no education policy during the four decades made any reference to ECE
1992	Education policy proposed to mainstream Katchi classes
1998	National Education Policy charts out the need for ECE
2001-2015	National Plan of Action for EFA (2001-2015) charts out a complete plan for mainstreaming ECE in formal education system, through sensitization of stakeholders, allocation of funds, encourage private sector etc.
2002	National ECE Curriculum was developed
2001-2004	In Education Sector Reform-Action Plan, ECE was taken up as an Innovative Program implemented across Pakistan with federal funds
2007	National curriculum for Early childhood Education approved
2009	National Education Policy proposes for ECE to become part of the mainstream education integrated in all primary schools and suggests action plans

The above table shows that an important milestone in ECE was achieved by developing ECE Curriculum in 2002, which was later revised in 2007. The curriculum document provided policy and curricular guidelines pertaining to early childhood education in Pakistan.

Since 2000, a greater emphasis on Early Childhood Education and Development has been witnessed both, in the public as well as non-governmental sector. During this period, multiple early childhood programs were developed by a number of organizations in collaboration with the public sector and independently in the form of projects. Many initiatives were not sustained over a period of time. A number of projects were initiated in Sindh primarily, through NGOs and the Sindh Education Foundation (SEF) working for ECE promotion. Some significant projects, for instance, are listed below. The following table presents past projects on ECE in Sindh.

Apart from the above mentioned projects, a number of projects were also initiated for the physical wellbeing of children, and for maintaining their health and nutrition. Through these projects, several government schools in different districts of Sindh benefited.

The current education policy has put significant emphasis on Early Childhood Education and as part of the EFA goals, the government is also determined to mainstream the ECE into the

Education system with an initial focus on the most vulnerable children. The National Education Policy (NEP) 2009, an agreed policy by the GOs, provides the following five policy actions with reference to ECE:

Policy Actions for ECE – NEP 2009:

Policy Action -1: Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play-based and task-oriented regimes that require rote learning and rigid achievement standards.

Policy Action -2: ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.

Policy Action -3: Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.

Policy Action -4: For ECE teachers, a two-year specialized training in dealing with young children shall be a requirement.

Policy Action -5: This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas (cf. NEP 2009).

In response to ECE related commitments, a number of donor agencies have also initiated some ECE specific interventions; for instance:

CHILDHOOD EDUCATION IN PAKISTAN

Early Childhood Education (ECE) is a branch of education theory which relates to the development of young children (formally and informally) up till the age of about eight years.

At this time of remarkable brain growth, these years lay the foundation for subsequent learning and development.

People in the 6th largest country of the world are unable to get the basic education.

Various researches have proved that first few years of life are particularly important for the development of the child.

Development of all domains and learning occur faster in these years than that of any other part of the life.

One of the main challenges to the implementation of ECE in Pakistan is that the negative impact of limited access to education and its poor quality is disproportionately borne by poor and marginalized children as well as families surviving in poverty tend to focus on keeping fed, rather than on education.

Other developmental domains such as psycho-social, emotional and physical skill are neglected.

Moreover, early years are significantly important for cognitive abilities and the development of the capacity of a child as well.

Preschool and child care centers play very important role in promoting the social and emotional development of children.

Moreover, through early childhood education child can easily develop his interpersonal communication and the particular environment.

One of the striking feature of Pakistan's primary education system is its inherent inequality.

One of the most disturbing phenomenon is a cause which is projecting the primary school ratio of 1:1000 in some areas and 1:100 in others.

For the last few years there has been an increase in the growth of private schools that not only harms the quality of education but creates a gap among haves and have-nots.

The educational system of Pakistan is based on unequal lines.

Medium of education is different in both, public and private sectors.

This creates a sort of disparity among people, dividing them into two segments.

One division is on the basis of English-medium language while the other is Urdu-medium language.

With a net primary enrolment rate of 57pc, there are an estimates 7 millions primary aged children are out-of-school, mostly due to non-existence of school (as some live in remote or far-flung areas), absence of teacher and/or learning material or other reasons of the children who do not attend school, given that most (63pc) of the population living in rural area in relatively modest condition but do not obtained quality education.

As a result of statistical analysis overall in Pakistan still over 27 million children out of school, pre-primary age group (3-5 years) 56pc children of Punjab out of the school in Balochistan the ratio of out of school children is 75pc, in Sindh 61pc, in KP 65pc children are still out of school.

Overall literacy rate of Pakistan is 54pc in which 66.

25pc male and 41.

74pc are female.

According to the report of UNESCO in 2014, Pakistan has the second highest (after Nigeria) population of out-of-school children in the world, with almost five and half million school-aged children not accessing to school and 72pc of school-aged children enroll in school.

This is an improvement compared to two decades ago, when only 58pc of children enrolled in school.

One of the key goals of the Education For All deceleration is for countries to achieve a primary enrolment target of at least 95pc by 2015.

While Pakistan is rated as very far from target (with an enrolment rate below 80pc), it is also rated as having relatively strong progress over the last two decades.

(UNESCO, 2014)

Research has shown that if the healthy environment is provided to the children, they can learn at faster pace.

Teachers play important role in the whole process.

They must be familiarise and should have sound qualification to fulfill learning needs of children.

If teachers are familiarised with the principles of love, kindness and care, they can easily teach students at primary level with the help of different pedagogies.

However, professionally more trained people can educate the people to build a good nation.

The allocation of funds for education is very low.

It is only 1.

5 to 2.

0 percent of the total GDP.

It should be around 7pc of the total GDP.

We should follow the example of Malaysian government which earmarks about 35 percent of its GDP to education sector.

We need to push for greater public investment in education in Pakistan.

Objectives: The objectives of this model are to:

- Learn about factors affecting growth and development of child.
- Understand the different teaching methodologies
- Enhance the knowledge of participants about ECE.
- Develop curriculum and ECE educational materials.
- Enhance the knowledge about daily diary and daily routine.

Training Content:

Inaugural Session

Child Growth and Development

Learning Process

Development and learning aspects

Educational Literature

Classroom Management

Daily routines

Methodology: It includes group work, individual work, presentations, role plays, puppet presentation, lectures, demonstrations etc.

Training Duration:

09 days.

Achievements: Overall 68 trainings have been conducted in this model and 909 community teachers have been trained in these trainings. A total of 298 trainings have been conducted for Government teachers and total of 1580 Government teachers have been trained.

Early Child Education – MCQs

Write the correct answer:

1. What is philosophy and values in 'Early Child Education'?

- (a) Every child should have the opportunity to grow up in a setting that values children
 - (b) That provides conditions for a state and secure environment and that respects diversity
 - (c) Because children are both the present and the future of every nation
 - (d) They have needs, rights, and intrinsic worth that must be recognized and supported
2. All of the above

3. What are the values of the curriculum? Answer: The Government of Pakistan has adopted the Convention on the Rights of the Child (CRC). A core value of the CRC is the human dignity of the child. Related to this basic value, the convention consists of the following universal principles:

- (a) Non-discrimination
- (b) The child's best interest
- (c) The child's right to life and full development
- (d) The child's views given due weight
- (e) All of the above

3. 'EFA': A National Commitment is:

- (a) Advancing research on education and human development highlights the crucial nature of the early years and its implication for a healthy and peaceful life at later stages.
- (b) The world recognized the importance and need for ECE (Early Childhood Education) by endorsing 'expansion and improvement of comprehensive early childhood care and education'

- (c) All of the above
- (d) None of these

4. The Education for All declaration and subsequent reiteration at World

Education Conference has brought ECE in to the main policy discourse of more than _____ countries:

- (a) 160
- (b) 180
- (c) 120
- (d) 100

Education for All (EFA) is an international commitment which was launched at the World Education Conference held in Jomtien, Thailand in _____, to bring the benefits of education to 'every citizen in every society'.

- (a) 1988
- (b) 1989
- (c) 1990
- (d) 1991

6. What are the 'EFA' goals?

- (a) Expand and improve comprehensive early childhood care and education
- (b) Ensure that by 2015 all children, particularly girls, in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality
- (c) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Achieve a 50 per cent improvement in levels of adult literacy by 2015

- (c) Improve all aspects of the quality of education and ensure excellence of all, so that recognized and measurable learning outcome are achieved by all

(f) All of the above

7. Pakistan developed its own EFA 'National Plan of Action' (NPA) in

- (a) 2000
- (b) 2001
- (c) 2002
- (d) 2003

8. What is the quality 'ECE' programme?

- (a) The environment provided is secure and enabling
- (b) A partnership between home and school is valued
- (c) Adults are interested in them and the interaction between them is positive
- (d) They are respected, a positive self image and high self esteem are fostered

They are given opportunities to make choice and decisions which develop their confidence, helping them to take responsibility for their own learning

- (f) Activities are planned to match their own pace, and are varied, with periods of activity and quiet reflection

(g) The experiences offered are relevant to their immediate interests and match their individual needs

- (h) The programme is holistic with an established daily routine and is not compartmentalized

(i) All of the above

9. Holistic Development through early learning is:

- (a) Physical development
- (b) Social and moral development
- (c) Emotional development
- (d) Language development
- (e) Cognitive development
- (f) All of the above

10. Physical Development means:

- (a) Involves the way children use their muscles, both large and small
- (b) The large muscles are used for activities such as walking, jumping and lifting large objects

- (c) The small muscles are used for fine motor activities such as threading beads, writing, drawing, cleaning rice and working with small objects
- (d)✓ All of the above
11. 'Social and Moral Development' means:
- (a) It refers to those processes where children develop relationships with their culture
- (b) With people around them and with the environment in general
- (c)✓ (a) & (b) (d) None of these
12. In Early Child Education the term "Emotional Development" means
- (a) It refers to the development of a child's capacity to experience
- (b) It manage and express a full range of positive and negative emotions
- (c)✓ (a) & (b) (d) None of these
13. Cognitive Development means:
- (a) It refers to the development of mental processes and capabilities
- (b) It focuses on how children learn and process information
- (c) It is the development of the thinking and organizing systems of the mind
- (d) It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas and concepts, memory, expression through multiple media and experimenting and applying what they learn
- (e)✓ All of the above
14. The aims of education:
- (a) Seekers of truth and knowledge who can apply both for the progress of society

- (b) Creative, communicative, and reflective individuals
- (c) Disciplined, moderate and productive citizens
- (d) Capable of effectively participating in the highly competitive global
- (e)✓ All of the above
15. Sound cognitive development enhances critical thinking and creativity in human beings. It is
- (a) Social and moral development
- (b) Emotional development
- (c) Language development
- (d)✓ Cognitive development
16. A quality Early Childhood Education environment provides:
- (a) Learning opportunities
- (b) Think and imagine
- (c) Question and experiment as they develop the ability to create novel ideas and solutions
- (d)✓ All of the above
17. What are the principles carry important implications for Early Childhood Education for practice.
- (a) The whole child is important
- (b) Social, emotional, physical cognitive and moral development are interrelated
- (c) Learning holistic and for the young child is not compartmentalized under subject heading
- (d)✓ All of the above
18. What is the importance of 'Intrinsic Motivation'?
- (a)✓ It is valuable because it results in child-initiated learning
- (b) Social and emotional enhancement
- (c) (a) & (b) (d) None of these

19. What is meant by the 'child's sense of dignity'?
- (a)✓ It provides autonomy and self-discipline
- (b) It is necessary for sportsmanship
- (c) (a) & (b) (d) None of these
20. Which is not the principle with regard to the implication for Early Child Education practice?
- (a) In the early years, children learn best through active learning that is learning by doing
- (b) The adults and children to whom the child relates are of central importance
- (c) The child's education is seen as an interaction between the child and the environment
- (d)✓ To study the philosophy
21. What are aims of national Early Child Education Curriculum?
- (a) Provide for the holistic development of the child, which includes physical, social, emotional, cognitive and moral development
- (b) Develop critical thinking skills
- (c)✓ Nurture tolerance and respect for diversity
- (d) Nurture in children, a sense of identity and pride in being Pakistani
- (e) Provide knowledge and understanding of Islam and Islamic society
- (f) Develop an understanding and respect for the beliefs and practices of all other religions
- (g)✓ All of the above
22. Which is not the aim of national early child education curriculum?
- (a) Create in children, a sense of citizenship in community, country and the world
- (b) Foster a sense of independence, self-reliance and a positive self-image
- (c) Equip the child with life-long learning skills
- (d) Provide opportunities for active learning
- (e) Provide opportunities for self-initiated play and decision making
- (f)✓ To provide the facility of foreign study education
- (g) None of these
23. What are the principles of 'Personal and Social Development' with regard to the early child education?
- (a) Children will develop an understanding of their likes, dislikes, strengths and emotions
- (b) Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours
- (c) Children will develop an appreciation for the diversity of people around them
- (d) Children will be aware of their own religion and basic religious values and practices
- (e)✓ All of the above
24. What are the principles of 'Language and Literacy' with regard to the Early Child Education?
- (a) Children will engage in conversation with others and talk confidently about matters of immediate and personal interest
- (b) Children will describe objects, events and their plans for the day
- (c) Children will enjoy listening to stories and poems and make up their own stories and rhymes
- (d) Children will enjoy books and handle them carefully
- (e)✓ All of the above

25. What are the principles of Basic Mathematical concepts with reference to the Early Child Education?

(a) Children will demonstrate an understanding of the different attributes of objects such as, colour, size, weight and texture and match sequence and classify objects based on one or two attributes.

(b) Children will develop a basic understanding of quantity counting from 0-9 and of simple number operations.

(c) Children will recognize basic geometrical shapes and the position of objects in relations with each other.

(d) Children will develop an understanding of measurement.

(e) All of the above.

26. Identify the Key Learning Areas of Early Child Education.

(a) Personal & Social Development

(b) Language and Literacy

(c) Basic Mathematical concept

(d) All of the above

27. Which is not the key learning area of Early Child Education?

(a) The world around us

(b) Health Hygiene and safety

(c) Creative arts

(d) Literary activities

28. What are the features of key learning area 'The world around us' with reference to the Early Child Education?

(a) Children will develop an understanding of how families are connected.

(b) Children will develop an understanding of the people and communities around them.

(c) Children will recognize plants and animals in their surrounding

area and explore their basic features and habits.

(d) All of the above.

29. What are the features of key learning areas 'Health Hygiene and Safety' with reference to the Early Child Education?

(a) Children will develop a sense of balance, agility and coordination.

(b) Children will have increased hand-eye coordination and the ability to handle tools and materials effectively.

(c) Children will develop an understanding of the importance of safe, hygienic practices.

(d) All of the above.

30. What are the features of key learning areas 'Creative Arts' with reference to the Early Child Education?

(a) Children will express themselves through the use of drawing and colours.

(b) Children will work with a variety of low cost and waste material to create craft projects of their choice.

(c) Children will experiment with a variety of materials to depict their observations and imagination in the form of models, sculptures.

(d) All of the above.

31. Mention the key areas of Early Child Education.

(a) The world around us

(b) Health hygiene and society

(c) Creative arts

(d) All of the above

32. Personal and social development focus on children learning how to work.

(a) Play

(b) Cooperate with others

(c) Function in a group beyond the family.

(d) All of the above.

33. The outcomes for the Primary Nursery/Katchi grade are termed _____.

(a) Excepted (b) Stage I

(c) Stage II (d) None of these

34. By the end of the year children will begin to develop the attitudes, knowledge and skills to _____.

(a) Share what they like about themselves and what they like about a friend.

(b) Identify different occasions when they feel happy, sad, loved, angry, excited.

(c) Choose an activity/work that they enjoy doing the most in class.

(d) Express their likes and dislikes and talk about their strengths what they are good at doing.

(e) All of the above.

35. Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours.

(a) Show an understanding for the feelings of their peers.

(b) Cooperate with peers, teachers and community members.

(c) Work and share materials amicably in groups.

(d) All of the above.

36. Teachers can facilitate learning in the following ways:

(a) Ask "why" questions so that children can think about their responses.

(b) Be patient with children so that they have adequate time to think and then respond. They should never be rushed into answering.

(c) All of the above.

(d) None of these.

37. By which teachers help the learning process in early child education?

(a) Encourage children to help each other in carrying out small tasks, like handling and using class materials such as books, blocks and beads.

(b) Help children to work and play amicably by being friendly and respectful towards each other.

(c) Help children take turns during classroom discussions, and be attentive when peers or teachers are sharing their views and experiences.

(d) Be available to support children resolve conflicts, using a problem solving approach.

(e) All of the above.

38. What are the norms for improving and developing the attitudes, knowledge and skills in the process of ECE?

(a) Cooperate with and be sensitive to, peers, elders, and neighbours who may have learning or physical disabilities.

(b) Respect the feelings and views of others.

(c) All of the above. (d) None of these.

39. By which way children will begin to develop the attitudes with regard to the learning process of ECE?

(a) Know that religion of most people of Pakistan is Islam.

(b) Know that other religions exist and people belonging to other religions also live in Pakistan.

(c) Name their own religion.

(d) Know that love, care, peace and respect for others are common values across religions.

(e) All of the above.

40. Muslim children will:

(a) Know Allah is the sole Creator and Prophet Muhammad

(SAWS) is His last and most beloved Prophet

- (b) know that Islam stands for peace and harmony
- (c) Recite the first Kalma
- (d) Recite small duas and know why they should be recited
- (e)✓ All of the above

41. In Early Child Education children will manage the thing

- (a) Manage small tasks leading to self-reliance
- (b) Take care of their own belongings and put classroom materials back in the right place after use
- (c) Identify and implement small tasks leading to a sense of responsibility for school and public property
- (d) Recognise that water, food, electricity and paper are very important, useful resources, that have to be used responsibly
- (e)✓ All of the above

42. How can teachers facilitate in the learning process:

- (a) Encourage a sense of care and responsibility in children, turning pages of books with care; helping in setting the snacks carefully, returning materials to the designated place after use
 - (b) Stand back and let them resolve little problems independently, until they ask for help. Encourage them to help other children and adults in the classroom and neighbourhood
 - (c)✓ All of the above
 - (d) None of these
43. How can teachers talk about the cultural aspects of their lives such as, clothing,

lifestyle, food, traditions and customs

- (b) Talk about the spaces in their culture for sharing family and community gatherings
- (c) Narrate stories heard from elders
- (d) Play local games
- (e) Develop basic knowledge about Pakistani culture, (i.e. know about the national game, flower, folk dances, etc.)

(f)✓ All of the above

44. Children will engage in conversation with others and talk confidently about matters of immediate and personal interest:

- (a) Listen attentively in small and large groups, as peers and teachers share their news about everyday events and special occasions
- (b) Talk about their experiences and feelings with peers and adults
- (c) Show respect for a variety of ideas and beliefs by listening and responding appropriately
- (d) Wait for their turn to speak and not interrupt when others are talking
- (e) Respond to and verbally express a range of feelings, such as, joy or sorrow, wonder and anger
- (f) Initiate conversation with peers and adults
- (g) Understand and follow instructions
- (h) Use correct pronunciation
- (i) Draw on words from an enhanced vocabulary
- (j)✓ All of the above

45. Children will describe objects, events and their plans for the day

- (a) Name things in their environment
- (b) Describe and talk about pictures

- (c) Share their plans for the day
- (d) Express their ideas with clarity
- (e) Extend their ideas or accounts by providing some detail about their topic

(f)✓ All of the above

46. What are the major features with the regard to enjoy listening to stories and poems in process of Early Child Education?

- (a) Respond to stories, songs and rhymes by joining in verbally or with actions as appropriate
- (b) Recognize and differentiate between sounds in the environment
- (c) Appreciate the concept of word rhythms and syllables

(d)✓ All of the above

47. Children will enjoy books and handle them carefully:

- (a) Enjoy looking through books
- (b) Hold, open and turn pages of a book with care
- (c) Predict what comes next in stories

(d) Repeat simple repetitive sequences in traditional and popular children's stories

(e) Tell a simple story by looking at pictures

(f) Retell a favourite story in correct sequence

(g)✓ All of the above

48. Children will understand how books are organized:

- (a) Differentiate between the parts of a book
- (b) Know that some books tell stories and others give information

(c) Know that Urdu is read from right to left and top to bottom

(d) Know that English is read from left to right and top to bottom

(e)✓ All of the above

49. Children will recognise familiar words in simple texts:

- (a) Understand that words and pictures carry meaning
- (b) Identify and name the characters in a story
- (c) Recognize their names in print
- (d) Begin to recognize letters of the alphabet

(e) Identify right words that are meaningful for them

(f)✓ All of the above

50. What are the principles of writing in the process of Early Child Education?

- (a) Make marks and scribble to communicate meaning
- (b) Draw pictures to communicate meaning

(c) Hold a pencil correctly

(d) Colour a simple picture keeping within a designated space

(e)✓ All of the above

51. Children will demonstrate an understanding of the different attributes of objects

- (a) Color (b) Size
- (c) Weight
- (d) Texture and Match
- (e)✓ All of the above

52. Teachers taught to differentiate between:

- (a) The size and weight
- (b) Length and width
- (c) Texture of objects
- (d)✓ All of the above

53. Teachers focuses on enhancing children's thinking skills through

- (a) Pattern identification
- (b) Building relationship
- (c)✓ (a) & (b) (d) None of these

54. For understandings regarding the use of concrete material teachers uses:

- (a) Beads and blocks
- (b) Buttons
- (c)✓ (a) & (b) (d) None of these

82 By which way teachers will develop a basic understanding of quantity in the process of ECE?

(a) Differentiate between some and all from a given set of objects, and understand that some is less than all

(b) Understand one to one correspondence

(c) Count correctly from 1-9

(d) Use numbers to represent quantities in daily life interaction

(e) Compare quantities of objects in different sets and describe which sets are equal, which have more objects, and which have less objects than another

(f) All of the above

83 Use of mathematical language in the process of ECE

(a) Use the concept of addition in their daily lives

(b) Identify the sign of subtraction

(c) (a) & (b) (d) None of these

84 Children will recognize basic geometrical shapes.

(a) Recognise name and draw two dimensional shapes, such as, circle, oval, square, rectangle, triangle

(b) Identify the shapes in their environment

(c) Draw objects of their own choice using various shapes

(d) Understand and describe the position and order of objects using position words such as, in front of, behind, up, down, under, inside, outside, between and next to

(e) All of the above

85 The concept of measurement developed in the process of Early Childhood Education by

(a) Describe and compare objects using length, weight and temperature as measurement attributes

(b) Observe various objects and estimate their weight and length

(c) Verify their estimations using simple tools

(d) Understand informal time units and know that clocks and calendars mark the passage of time

(e) Sequence events in time and anticipate events

(f) All of the above

59 By which way teachers taught about the time, days, months etc

(a) By using a calendar

(b) By using clock

(c) (a) & (b) (d) None of these

60 Children will develop an understanding of how families are important.

(a) Talk about their family members and each one's role and importance to the well-being of the family

(b) Collect information about their family members

(c) Identify various ways of showing love and respect for family members

(d) All of the above

61 Children will develop an understanding of the people and places around them

(a) Talk about various community members and explore their roles

(b) Recognise places such as, a library, clinic, cyber cafe, airport, train station, and talk about their purpose and importance

(c) Talk about food, water and clothes. Discuss where they come from, who brings them to

markets and homes and how they get there

(d) All of the above

62 Children will recognize the plants and animals in their environment and explore their basic features and habitat

(a) Recognise animals and explore their basic features

(b) Compare a variety of animals to identify similarities and difference and to sort them into groups, using their own criteria

(c) Recognise plants and explore their basic features

(d) Talk about the significance of animals and plants for human beings

(e) Explain how to take care of animals and plants

(f) All of the above

63 Children will observe the weather and develop an understanding of the seasons and their significance to people

(a) Observe and describe daily weather conditions

(b) Record daily weather condition on a weather chart using symbols

(c) Describe key features of different seasons based on observations and experiences

(d) Explore and discuss how the changing seasons affect our food, clothes and lifestyles

(e) All of the above

64 Children will develop a caring attitude towards the environment

(a) Understand the need for clean air and how to prevent air pollution

(b) Understand the uses of water and the need to conserve

(c) Identify pleasant and unpleasant sound leading to an awareness of noise pollution

(d) Discuss and implement the careful use of resources/materials in everyday life

(e) Explore alternate uses of waste material

(f) All of the above

65 Children will develop a sense of balance, agility and coordination

(a) Move in a range of ways such as running, jumping, skipping, sliding and hopping

(b) Refine and improve their movements as they repeat actions

(c) Do physical exercises such as stretching, bending and other drills

(d) Show respect for other children's personal space when playing

(e) Explore a variety of ways to represent ideas through actions and movements

(f) All of the above

66 Children will have increased hand-eye coordination and the ability to handle tools and materials effectively

(a) Use a range of child-appropriate tools with increasing control and confidence

(b) Handle malleable materials safely with increasing control

(c) Show increasing control over fastening of clothes and utility items

(d) All of the above

67 Children will develop an understanding of the importance of safe, hygienic practices

(a) Demonstrate an awareness of healthy lifestyle practices

- (m) Recognise and follow basic safety rules
- (n) Identify and seek adult help if feeling unwell, hurt, unhappy or uncomfortable
- (o) Take care of their personal hygiene
- (p) Identify healthy and unhealthy food
- (q) Identify people in the community who care for health needs
- (r)✓ All of the above
68. Children will express themselves through the use of drawing and colours
- (a) Hold crayons correctly
- (b) Recognize and use a variety of media and colours to express their imagination and observations
- (c) Recognize colours and use them to express their thoughts and feelings
- (d)✓ All of the above
69. Children will work with a variety of low cost and waste material to create projects of their choice
- (a) Share ideas for creating various objects from waste material.
- (b) Create objects of their own choice using a variety of waste materials collected from their immediate surroundings
- (c) Use various art techniques, such as drawing, colouring, collage or painting to create their craft projects
- (d) Ask about the process of completing their craft project, and give reasons for their choice of materials
- (e)✓ All of the above
70. Children will experiment with a variety of materials to represent their

observations and imagination, in the form of models and sculptures:

- (a) Feel comfortable and enjoy engaging with clay, paper, mache and other available modeling materials
- (b) Create various sculptures models
- (c) Colour or decorate their models, if they choose to do so
- (d)✓ All of the above
71. Children will learn the skills for collage work and printing and use these in a variety of ways to create their own art pieces and patterns
- (a) Identify a variety of material for collage making
- (b) Make personal choice from the available material for creating their own collage
- (c) Create their collage by pasting materials of their own choice
- (d)✓ All of the above
72. Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.
- (a) Fold paper in a variety of ways
- (b) Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs
- (c) Explore various ways to make different objects by folding and cutting paper
- (d)✓ All of the above
73. Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression:
- (a) Listen to and identify sounds and rhythms in their surroundings
- (b) Experiment with different sound producing objects and observe

the differences in the sounds produced by them

- (c)✓ Produce sound patterns/rhythms by counting out beats
- (d) Participate in teacher guided action poems
- (e) Recite poems, folk songs, national songs in chorus and solo
- (f)✓ All of the above
74. Children will participate with increasing confidence in a variety of dramatic play activities to express themselves:
- (a) Explore and enact a variety of roles
- (b) Imitate the movements they observe in nature, and of various modes of transport
- (c) Dramatize stories, poems and folk tales individually, and in groups
- (d) Enact daily experiences and fantasy while working/playing cooperatively with other children
- (e)✓ All of the above
75. Learning Environment for 'Early Child Education' means:
- (a) An ECE environment is a whole formed by physical, psychological and social elements
- (b) It includes the built facilities, the immediate neighbourhood, and psychological and social setting and also the materials and equipment
- (c) A 'rich' and flexible environment is conducive to learning and attracts interest and curiosity in children and encourages them to experiment, act and express themselves
- (d)✓ All of the above
76. 'Early Child Education' environment is a whole formed by:
- (a) Physical (b) Psychological (c) Social elements

(d)✓ All of the above

77. Creating learning corners (Corners) means:

- (a) Young children look for causal links in their experiences
- (b) What happens when they pile up 20 blocks on top of each other
- (c) What happens when they drop a pencil into a tub of water
- (d) What happens when they move a pencil or crayon on a flat surface
- (e) Such as a wall or slate or paper
- (f)✓ They need opportunities to explore these situations and come to their own conclusions
- (g)✓ All of the above
78. Working in different corners helps develop children's ability to:
- (a) Take initiative, make choices and decisions about what they are going to do (the plan) and how they are going to do it
- (b) Complete self-chosen tasks and review their plans
- (c) Question, experiment, discover and make sense of the world around them.
- (d) Work, share and cooperate with other children thereby developing their social skills
- (e) Work independently towards mastery of different skills
- (f) Conform and adhere to classroom rules
- (g) Reason and express themselves in a wide range of naturally occurring situations, thereby building their self confidence

(h)✓ All of the above

79. Learning corners can be set up at any given time:

- (a) Language Corner
- (b) Library Corner
- (c) Art Corner
- (d) Math Corner
- (e) Science Corner
- (f) Home Corner
- (g)✓ All of the above

Language Corner means:

(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills

(b) This corner should be set up to promote the reading habit and to learn how to care for and value books

(c) This corner provides children with opportunities for creative expression

(d) None of these

81. Science Corner means:

(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills

(b) This corner should be set up to promote the reading habit and to learn how to care for and value books

(c) This corner provides children with opportunities for creative expression

(d) None of these

82. Art Corner means:

(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills

(b) This corner should be set up to promote the reading habit and to learn how to care for and value books

(c) This corner provides children with opportunities for creative expression

(d) None of these

Math Corner means:

(a) Appropriate material for the Math Corner includes objects that will help children grasp basic math concepts of size, shape, width, classification and number, through direct experimentation

(b) This corner should be set up to promote the reading habit and to

learn how to care for and value books

(c) This corner provides children with opportunities for creative expression

(d) None of these

83. Science Corner means:

(a) This corner should be equipped with material related to increasing vocabulary and learning reading skills

(b) This corner should provide children with opportunities for observation and experimentation in order to understand the world around them

(c) This corner provides children with opportunities for creative expression

(d) None of these

85. Home Corner means:

(a) Should reflect the cultural background of the children where various kitchen utensils, clothes, small furniture and dolls can be provided.

(b) From a kitchen it can be later transformed into a shop, office or a doctor's clinic

(c) (a) & (b) (d) None of these

86. The teacher's tasks become more focused and relatively easier to follow if a consistent routine is established, and children also get used to working in an organised and methodical way. A daily routine is important because it

(a) Makes children feel secure when they know what to expect

(b) Creates an organised environment that is conducive to the learning process

(c) Helps children learn about sequencing

(d) Helps children understand the concept of the passage of time

(e) Helps teachers organise themselves

(f) Helps children realize that an activity has to be completed within a set time-frame

(g) All of the above

87. A sample daily routine for early child education consists of:

(a) Singing National Anthem

(b) Greeting circle

(c) Group work time

(d) Outside time

(e) Snack time

(f) All of the above

88. What is the working plan with regard to Early Child Education?

(a) Planning time

(b) Work/Gosha time

(c) Clean-up time

(d) Review time

(e) Story and Rhyme time

(f) All of the above

89. Which are the methods of assessment and record keeping are strongly recommended for Early Child Education?

(a) Checklist of children's progress

(b) Portfolio of children's work

(c) Progress report for parents

(d) All of the above

90. In Early Child Education teachers need to possess comprehensive knowledge and understanding about the

(a) Knowledge and understanding of child development from zero to eight

(b) Theories of learning and methods of teaching

(c) Family structures and the role of parents, families and communities in shaping children's development

(d) Knowledge and understanding of active learning and the value of play

(e) All of the above

91. What types of skills teachers need to function effectively as early childhood teachers?

(a) Pedagogical skills to facilitate the learning process of young children

(b) To engaged them in group work

(c) Organising discussions and a variety of play activities

(d) All of the above

92. 'Early Childhood Development and Relationship Building' requires:

(a) Building healthy positive relationships with children

(b) The importance of nurturing pro-social behaviour among siblings and peers

(c) Understanding the underlying causes of problem behaviour

(d) Understanding the reasons for social conflict in the classroom and learning conflict resolution strategies

(e) All of the above

93. Key feature of the 'National Curriculum Framework for Early Child Education' for

(a) The philosophy and objectives

(b) The importance of play in children's learning

(c) Key learning areas and their importance

(d) Expected Learning Outcomes (ELOs) and their importance

(e) Using the ELOs as guideposts for designing classroom activities

(f) All of the above

94. Active Learning Approach for:

(a) Its importance and how it is different from traditional approaches to learning in schools

(b) Dealing with diversity in the class: concepts of learning styles, learning differences and multiple intelligences

(c) Ways of creating an inclusive ECE class

(d) All of the above

95. Learning Activities. It is suggested that under this theme various learning activities are given for classroom use.
- (a) Learning activities should be arranged according to the learning areas, so that teachers can use them easily to link with various Expected Learning Outcomes.
 - (b) Besides suggesting activities under various learning areas, teachers should be given an understanding of how to design integrated lessons.
96. The essential aspects of the learning environment for:
- (a) The term 'Learning Environment' and what constitutes the learning environment in an ECE classroom, including the physical, social and emotional environments.
 - (b) Key features of an ECE classroom and its physical features, such as, clearness, light ventilation, seating, kinds of material needed, placement of materials, accessibility of materials by children and safety aspects in the classroom.
- (a) Creating learning corners/Goshay.
 - (b) Classroom displays.
 - (c) Daily routine.
 - (d) Classroom management checklist.
97. All of the above.
98. Assessment and evaluation for:
- (a) Focus assessment.
 - (b) Observation as a tool for assessment.
- (a) Use of checklists for assessment.
 - (b) Portfolios of children's work.
 - (c) Progress report for parents.
99. All of the above.
100. What is importance of planning for Early Childhood Education?

- (a) The importance of planning before a lesson.
 - (b) Planning schedules, yearly, quarterly, monthly, daily.
 - (c) Characteristics of a good planning process and planning document.
 - (d) Planning a day for young learners.
 - (e) Elements of flexibility and adaptation in the plan to cater to the needs, interest and moods of children.
101. All of the above.
102. Development of the Teacher's Guide for:
- (a) Planning.
 - (b) Developing.
 - (c) Printing.
 - (d) Editing.
 - (e) Publishing.
103. All of the above.
104. The Essentials for Developing a teacher educator's guide for:
- (a) Young children need very skilful and caring facilitation from adults in order to explore their environment and build and understanding of it.
 - (b) An adult, who understands children's potential and possesses an ability to develop trustful relationships with them.
 - (c) Can create an environment conducive to nurturing children's innate potential.
 - (d) At schools, teachers need to have an understanding of the ECE curriculum besides having a loving and caring attitude.
105. All of the above.
106. It is crucial that the developers of ECE Teacher Educators' Guide carefully read and understand:
- (a) The National curriculum for Early Childhood Education.
 - (b) The Teachers' Guide Book.
 - (c) Sections II-VI of the chapter titled, Essentials for Developing a Teachers' Guide, in this document.

107. All of the above.
108. Teacher educators need to possess comprehensive knowledge and understanding about the:
- (a) Theories of child Development from zero to eight.
 - (b) Theories and methods of child learning and development.
 - (c) Theories and methods of adult learning, support and development.
 - (d) The National Curriculum for Early Childhood Education and ECE Teachers' Guides.
 - (e) The role of parents, families and communities in nurturing children.
109. Assessment of teacher learning.
110. All of the above.
111. Teacher educators must realize the importance of building rapport:
- (a) A close and harmonious relationship with teachers and groups of teachers, and show understanding of their background and current needs.
 - (b) They need to ensure that their interaction with teachers demonstrates:
- (a) Respect for the knowledge, skills, experience and individual potential possessed by each teacher.
 - (b) Consideration, respect and empathy towards all teachers.
 - (c) Patience while interacting with teachers and responding to their questions, requests, concerns, ideas, and feedback.
 - (d) Willingness to engage self in a continuous process of learning.
112. All of the above.
113. National curriculum for Early Childhood Education, 2002 was revised in:
- (a) 2006.
 - (b) 2007.
 - (c) 2008.
 - (d) 2015.

114. What is meant by the term Early Childhood Education (ECE)?
- (a) It is an early years education programme, committed to developing and supporting early childhood professionals.
 - (b) It is an academically rigorous programme for early child education.
 - (c) (a) & (b).
 - (d) None of these.
115. In _____, there is a great need for professional early year teachers. At present, the only validated ECE programmes are based on the Montessori approach to ECE.
- (a) Pakistan.
 - (b) UK.
 - (c) USA.
 - (d) None of these.
116. What are the learning outcomes with respect to the Early Childhood Education in Pakistan?
- (a) Knowledge of the history and philosophy of ECE, and its importance in the East and West.
 - (b) Knowledge and understanding of child development from zero to eight.
 - (c) Knowledge and understanding of family structures in a changing environment.
 - (d) Knowledge and understanding of different curricular approaches to ECE.
 - (e) Knowledge and understanding of active learning and the importance of play.
117. All of the above.
118. Mention the major feature of early child education in Pakistan.
- (a) Knowledge of and the ability to promote pro-social behaviour.
 - (b) Understanding of the Philosophy, Statements and Statement of Objectives, in the National ECE Curriculum (2007), Ministry of Education, Government of Pakistan.
 - (c) Knowledge and analytical skills used for observation, record

- Keeping and assessment of the learning environment group dynamics, individual children and own performance
- Knowledge, skills and ability to carry out on-going action research
- The ability to plan and organise an inclusive, active learning environment
- The ability to plan and implement developmentally appropriate programmes that meet the needs and interests of children
- Practical experiences in early childhood environments that demonstrate the application of theory to practice

(a)✓ All of the above

Pakistan is among those developing countries, where progress in the field of education is quite _____.

- (a) Rapid (b)✓ Slow
- (c) Steadily (d) None of these

Usually early years of learning _____ years are consumed at home without planned educational activities and children's potentials are not nurtured in a proper way.

- (a)✓ Three of five
- (b) Six of eight
- (c) Eight of ten
- (d) None of these

What are the major objectives of the 'Early Child Education'?

- (a) To evaluate early childhood education in Pakistan against a set of predetermined parameters
- (b) To study the difference in the attitude towards young girls and boys (3-5 years) in school and society

(c) None of these

(d) None of these

(e) Quantitative

115. Early childhood Education should be part of _____ development in Pakistan.
- (a) Social (b)✓ Education
 - (c) Economic (d) None of these
116. By which way Early Child Education Programme in urban and rural areas of Pakistan can be developed:
- (a) With the Government support
 - (b) Active community participation
 - (c)✓ (a) & (b) (d) None of these
117. What is the full name of 'EFA'?
- (a)✓ Education for All
 - (b) Effective and Fast Activities
 - (c) Economic Forum for Asia
 - (d) None of these
118. 'EFA' declaration in which year passed at Dakar Conference?
- (a) 1990 (b) 1995
 - (c)✓ 2000 (d) 2002
119. The 'Sensorimotor Stage' correlate to
- (a)✓ Birth - 18 months / 2 years
 - (b) Preoperational stage (2 - 7 years)
 - (c) Concrete operational stage (7 - 11 years)
 - (d) Formal operational stage (11 years and beyond)
 - (e) None of these
120. Materials for mixing and painting consist upon:
- (a) Paint/powder paint
 - (b) Soap shavings
 - (c) Plastic bottles
 - (d) Jars for storing paints
 - (e) Sponges
 - (f) Toothbrushes
 - (g) Clothespins, bits of wood
 - (h)✓ All of the above

Assessment

(Study Material)

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences, the process culminates when assessment results are used to improve.

Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences, the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
4. Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Patomba and Banta 1999)

Fundamental Components of Assessment: Four fundamental elements of learner-centered assessment:

1. **Formulating Statements of Intended Learning Outcomes** – statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate
2. **Developing or Selecting Assessment Measures** – designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes
 - (a) **Direct assessments** – projects, products, papers, theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.
 - (b) **Indirect assessments** – self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.

Creating Experiences Leading to Outcomes - ensuring that students have experiences both in and outside the classroom that help them achieve the intended learning outcomes.

Measuring and Using Assessment Results to Improve Teaching and Learning. The importance of Assessment: I'm sure you know the feeling of anticipation when you are about to take a quiz or test. Did you take detailed class notes and study enough? And you want to revise your essay in order to meet the requirements? Did you give yourself enough time to research, write, and revise your essay?

Assessment is a crucial step in the learning process. It determines whether or not the course's learning objectives have been met. A learning objective is what students should know or be able to do by the time a course is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and school funding.

The Effects of Assessment: Let's look at a couple of the main effects of assessment: Student Learning: Assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder.

Johnny is a chemistry student. He just took his first exam in his class. He earned a 56%; he needs a 70% to pass the class. The low exam score lets Johnny know that he missed something important he should have learned. Perhaps, he did not understand the material, or maybe he did not study long enough. Whatever the case, the assessment results let Johnny know that he did not successfully learn the material and that he must try something new in order to earn a better score. Teaching: Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives.

Imagine this situation:

Mrs. Brown is a 12th grade biology teacher. After finishing the unit on cell division, she gives a 5-point multiple-choice test. Upon grading the exam, Mrs. Brown realized the average class grade was a 58%, far below the cutoff line for passing. Mrs. Brown can easily see that her students didn't fully learn cell division. This tells her that she needs to re-visit the unit on cell division and determine why students failed the exam. Perhaps, she may need to try a different teaching strategy, or perhaps, she did not spend enough time on difficult material.

Frequency and Feedback:

Assessment is designed so that students understand their progress towards course goals and adjust their behavior in order to meet those goals. In order to do that, assessment should be frequent. In other words, classes that use one or two exams a term are not using assessment as effectively as it could be used. In order for students to gain a true representation of their understanding, frequent assessment is critical, and it should be accompanied with feedback. Assessment is really only as good as the feedback that accompanies it. Feedback is the teacher's response to student work. In order to make assessment as effective as possible, teachers should provide feedback as well as a letter grade. It is important that students understand why a

Assessment - MCQs

Write the correct answer:

1. Instrument used for measuring sample of behavior is?

- (a) ✓ Test
- (b) Measurement
- (c) Assessment
- (d) Evaluation

2. Limited to quantitative description of pupil's performance is?

- (a) Test
- (b) ✓ Measurement
- (c) Assessment
- (d) Evaluation

3. The purpose of the evaluation is to make?

- (a) Decision
- (b) Prediction
- (c) ✓ Judgment
- (d) Opinion

4. The purpose of evaluation is to make judgment about educational?

- (a) Quantity
- (b) ✓ Quality
- (c) Time period
- (d) Age

5. Evaluation that monitors learning progress is?

- (a) Placement evaluation
- (b) ✓ Formative evaluation
- (c) Diagnostic evaluation
- (d) Summative evaluation

6. A formal and systematic procedure of getting information is?

- (a) ✓ Test
- (b) Measurement
- (c) Assessment
- (d) Evaluation

7. The process of obtaining numerical value is?

- (a) Test
- (b) ✓ Measurement
- (c) Assessment
- (d) Evaluation

8. A sum of questions is?

- (a) ✓ Test
- (b) Measurement
- (c) Assessment

Assessment - MCQs

9. The first step in measurement is?

- (a) ✓ Decision of what to measure
- (b) Development of the test
- (c) Administering the test
- (d) None of these

10. The purpose of formative evaluation is?

- (a) Decision of what to measure
- (b) Development of the test
- (c) Administering the test
- (d) ✓ Monitoring progress of students

11. To assess achievement at the end of instruction is?

- (a) Placement Assessment
- (b) Formative Assessment
- (c) ✓ Summative Assessment
- (d) Diagnostic Assessment

12. Vast of all in scope?

- (a) Test
- (b) Measurement
- (c) Assessment
- (d) ✓ Evaluation

13. The least in scope is?

- (a) ✓ Test
- (b) Measurement
- (c) Assessment
- (d) Evaluation

14. Permanent difficulties in learning are investigated in?

- (a) Placement Assessment
- (b) Formative Assessment
- (c) Summative Assessment
- (d) ✓ Diagnostic Assessment

15. Broader in meaning is?

- (a) ✓ Aims
- (b) Objectives
- (c) Instructional objectives
- (d) Specific Objectives

16. Procedures used to determine personal abilities are?

- (a) ✓ Maximum performance test
- (b) Typical performance test
- (c) Norm performance test

- (d) Criterion performance test
 In norm referenced test the comparison is between?
 (a) Groups (b)✓ Individuals
 (c) Areas (d) Interest
18. In which question marking will be more reliable
 (a) Completion
 (b) Short answer
 (c)✓ Multiple choice question
 (d) Essay
19. Facility value of less than 0.20 means?
 (a) Item is too easy
 (b)✓ Item is difficult
 (c) Item is acceptable
 (d) Item is easy
20. Objective type question have advantage over essay type because such questions?
 (a) Are easy to prepare
 (b) Are easy to solve
 (c)✓ Are easy to mark
 (d) None of these
21. Discrimination value of more than 0.4 means
 (a) Item is good
 (b) Item is acceptable
 (c) Item is weak
 (d) None of these
22. Test involving the construction of certain patterns is called?
 (a) Intelligence test
 (b)✓ Performance tests
 (c) Scholastic test
 (d) None of these
23. In multiple choice items the stem of the items should be?
 (a) Large (b) Small
 (c)✓ Meaningful
 (d) None of these
24. Which appropriate verb will you use to use an objective behavioral?
 (a) Measure
 (b) Appreciate
 (c) Understand
 (d)✓ Construct

- of instruction of a teacher are called?
 (a) Performance
 (b)✓ Instructional
 (c) Attainment
 (d) None of these
26. Running description of active behavior of a student as observed by the teacher is?
 (a)✓ Anecdotal record
 (b) Autobiography
 (c) Interview
 (d) None of these
27. A test very popular with class room teacher is?
 (a) True false test
 (b)✓ Multiple choices
 (c) Matching
 (d) Completion test
28. Frequently used tools of summative evaluation are?
 (a)✓ Test
 (b) Teacher observation
 (c) Daily assignment
 (d) None of these
29. The most commonly used guessing correction formula to predict and control is?
 (a) $S=R-W$
 (b)✓ $S=R-W/N-1$
 (c) $S=R-w/2-1$
 (d) None of these
30. The summative evaluation is?
 (a) Diagnostic
 (b)✓ Certifying judgment
 (c) Continuous
 (d) None of these
31. The difference between maximum and minimum values is?
 (a) Mean (b) Mode
 (c)✓ Range (d) None of these
32. The number of score lying in a class interval is?
 (a) Mid point (b) Quartiles
 (c) Class (d)✓ Frequencies

33. A test composed of question referred as:
 (a)✓ Stem (b) Distracter
 (c) Foil (d) Response
34. In a norm referenced test which item is best?
 (a) Item difficulty is near zero
 (b) Item difficulty is near 100
 (c) Item difficulty is near 70
 (d)✓ Item difficulty is near 50
35. Which question has increasing objectivity of marking?
 (a) Unstructured essay
 (b) Structured essay
 (c) Short answer
 (d)✓ Multiple type questions
36. Most widely used format on standardized test in USA is?
 (a) Unstructured essay
 (b) Structured essay
 (c) Short answer
 (d)✓ Multiple type questions
37. Which questions are difficult to mark with reliability?
 (a)✓ Unstructured essay
 (b) Structured essay
 (c) Short answer
 (d) Multiple type questions
38. Projective techniques are used to measure?
 (a) Aptitude (b) Intelligence
 (c) Knowledge (d)✓ Personality
39. Test meant for prediction on a certain criterion is called?
 (a)✓ Aptitude test
 (b) Intelligence
 (c) Knowledge
 (d) Personality
40. Kuder Richardson method is used to estimate?
 (a)✓ Reliability (b) Validity
 (c) Objectivity (d) Usability
41. Value that divides the data into two equal parts is?
 (a) Mean (b)✓ Median
 (c) Mode (d) None of these

42. The test measures what we intend to measure. This quality of the test is called?
 (a) Reliability (b)✓ Validity
 (c) Objectivity (d) Usability
43. The length of a test is an important factor in obtaining a representative?
 (a) Mean (b) Median
 (c) Mode (d)✓ Sample
44. Median of 1,2,4,5,2,3, is:
 (a) 2 (b) 5
 (c)✓ 3.5 (d) None of these
45. The test made to compare the performance of student with the other students is called?
 (a) Criterion reference
 (b)✓ Norm reference
 (c) Achievement
 (d) None of these
46. The summative evaluation is used?
 (a)✓ At the end of the program
 (b) At the middle of the program
 (c) At the start of the program
 (d) None of these
47. The appearance of normal curve resembles with?
 (a) U (b)✓ Bell
 (c) V (d) None of these
48. The alternative name of the "table of specification" is:
 (a)✓ Test Blue Print
 (b) Test Construction
 (c) Test Administration
 (d) Test Scoring
49. "Table of specification" helps in:
 (a)✓ Test development
 (b) Test Construction
 (c) Test Administration
 (d) Test Scoring
50. The supply type test item is:
 (a) True / False items
 (b) Matching items
 (c) MCQ items
 (d)✓ Completion items
51. Alternative response item is:
 (a) True / False items

assessment is one
 (a) Invalid
 (b) Reliable
 (c) Unreliable
 (d) None of these

use of technology to enhance
 learning process is called
 (a) ICT
 (b) IT
 (c) Information technology
 (d) Communication technology

assessment that measures a
 student's current knowledge for the
 purpose of assigning a suitable course
 is called
 (a) Diagnostic assessment
 (b) Formative assessment
 (c) Summative assessment
 (d) Contemporary assessment

assessment that is generally
 carried out throughout a course is
 called
 (a) Diagnostic assessment
 (b) Formative assessment
 (c) Summative assessment
 (d) Contemporary assessment

assessment that is generally
 carried out at the end of a course to
 assign students a course grade is
 called
 (a) Diagnostic assessment
 (b) Formative assessment
 (c) Summative assessment
 (d) Contemporary assessment

Which of the following is NOT a
 type of assessment?
 (a) Diagnostic
 (b) Formative
 (c) Summative
 (d) Contemporary

Which of the following is NOT an
 assessment?
 (a) Diagnostic
 (b) Formative
 (c) Summative
 (d) Contemporary

Which of the following is NOT an
 assessment?
 (a) Diagnostic
 (b) Formative
 (c) Summative
 (d) Contemporary

Which of the following is NOT an
 assessment?
 (a) Diagnostic
 (b) Formative
 (c) Summative
 (d) Contemporary

93. According to John Dewey, the teacher should guide students the way of the learning process.
 (a) Facilitator (b) Guide
 (c) Philosopher
 (d) Partner
94. The philosopher who worked on mathematical and scientific chronicles was?
 (a) Jean Piaget
 (b) John Dewey
 (c) Martin Wagenschein
 (d) Lev Vygotsky
95. Which philosopher gave the idea that education should be based on the principles of human development?
 (a) Dewey (b) Watson
 (c) Rousseau (d) Thorndike
96. Who introduced the theory of empiricism?
 (a) D.J. O'Connor
 (b) John Dewey
 (c) William James
 (d) John Locke
97. Who gave the Totally Conscious Ideas?
 (a) Jean Piaget
 (b) Herbert Spencer
 (c) Hill Gard
 (d) Woodworth
98. Who wrote the book "Emile"?
 (a) William Stern
 (b) John Locke
 (c) Rousseau
 (d) Thorndike
99. Which philosopher compiled Kindergarten education system?
 (a) Friedrich Frobel
 (b) Herbert Spencer
 (c) John Locke
 (d) D.J. O'Connor
100. When was the book "Child Development" for early childhood studies published for the first time in
 (a) 1893 (b) 1895

- Assessment
 (c) 1897 (d) 1899
101. Which educator gave the idea of Behaviorism in education system?
 (a) John Locke
 (b) Thorndike
 (c) Herbert Spencer
 (d) Watson
102. At the beginning of the nineteenth century whose focus was the study of the development of the mind?
 (a) Jean Piaget
 (b) William James
 (c) Hill Gard
 (d) William Stern
103. Who has devised the term IQ Intelligence Quotient?
 (a) William James
 (b) William Stern
 (c) John Locke
 (d) John Dewey
104. Best called the intelligence to
 (a) Nature (b) Jean
 (c) Innate (d) Health
105. Which educator presents "Law of Readiness, Law of Exercise and Law of Effect"?
 (a) Hill Gard
 (b) Thorndike
 (c) Spencer
 (d) Rousseau
106. Who said that "These situations are mental evolutions that are aspects of conflict and anxiety"?
 (a) Hill Gard (b) Watson
 (c) Jean Piaget
 (d) Ralph Tyler
107. Formal education or school training represent
 (a) Learner programs of study
 (b) Planned programs of study
 (c) Collective programs of study
 (d) Basic programs of study
108. In childhood which conditions are favorable for improving of skills and knowledge begun in
 (a) 1893 (b) 1895

- (a) Home (b) Library
 (c) Mosque (d) Park
109. From the given below which is most suitable for the study of human behaviour?
 (a) Humanism
 (b) Naturalism
 (c) Psychology
 (d) Sociality
110. Education explains the gaining experience from birth through old age
 (a) Training (b) Philosophy
 (c) Programmer
 (d) Psychology
111. Who are usually responsible for conducting classroom and laboratory learning studies which are carefully planned?
 (a) School Principal
 (b) District Education Officer
 (c) Psychologists of Education
 (d) School Teachers
112. Psychologists are agreed that education implies can be regarded as
 (a) Process (b) Product
 (c) Both Process & Product
 (d) None of these
113. In 19th century European psychologists devoted best attention to studies dealing with Imagery.
 (a) Mental (b) Physical
 (c) Individual (d) Social
114. Which psychologists introduced the application of scientifically evolved principles and theories of learning in education system?
 (a) Chinese (b) American
 (c) German (d) British
115. At the end of 19th century, which philosopher formulated laws of learning as a result of his experiments with animals?
 (a) Hill Gard (b) Watson
 (c) Edward Thorndike

- (d) John Dewey
11. Successful educational practices evolve from the application of _____
- Methods
- (a) Science (b) Scientific
- (c) Virtual (d) Technical
12. Genetic method of studying human development can be utilized _____
- (a) Horizontally (b) Vertically
- (c) Both Horizontal and vertical
- (d) None of these
13. _____ method is very useful in some areas of investigation
- (a) Critical (b) Observation
- (c) Interview (d) Questionnaire
14. Selected interview can discover many _____ about the person interviewed
- (a) Facts (b) Values
- (c) Facts (d) Background
15. _____ includes data concerning _____ background and educational development
- (a) Case study
- (b) General behavior
- (c) Genetic approach
- (d) Adequacy
16. Explanatory experiment is used to _____ concerning human _____
- (a) Nature (b) Behavior
- (c) Education (d) Problems
17. Method of research is _____ method of conducted experimentation properly
- (a) Exact (b) Refined
- (c) Both Exact and Refined
- (d) None of these
18. According to human factor, _____ may vary from _____
- (a) Day (b) Week
- (c) Year (d) Month
19. For study purposes the members of a _____ of _____ people can be differ _____ themselves in habits _____
- (a) Voluntary (b) Interests
- (c) Both Activities and Interests

- (d) None of these
125. Teacher is closely associated with _____ process:
- (a) Study (b) Learning
- (c) Evaluation (d) Observing
126. The teacher can provide the kind of stimulation to enable the child to become _____ learner
- (a) Quality (b) Social
- (c) Interesting (d) Active
127. Children should be given _____ opportunity to _____ the democratic way of life in school
- (a) Learn (b) Experience
- (c) Understand
- (d) Knowing
128. The value of satisfaction in _____ emphasizes by the psychologist _____ days
- (a) Learning (b) Education
- (c) Management
- (d) Environment
129. For growth of children some parents and teachers were over concerned about providing _____ conditions
- (a) Certain
- (b) Fundamentally
- (c) Powerful (d) Healthful
130. A teacher should have an intelligence quotient of _____
- (a) 120 (b) 125
- (c) 130 (d) 135
131. When a teacher is certified to teach it does not mean his _____ is completed:
- (a) Learning (b) Education
- (c) Training (d) Planning
132. Who said that "a single shelf of a good European library was worth the whole native literature of India and Arabia?"
- (a) Sir John Shore
- (b) Sir Alfred Clarke
- (c) Lord Macaulay
- (d) Sir George Barlow
133. Which is the medium of instruction at primary level in Pakistan?

Assessment - MCQs

- (a) Provincial language Urdu
- (b) Urdu (c) English
- (d) Provincial language English
134. Approximately 35 working weeks in a year at _____
- (a) Primary Level
- (b) Secondary Level
- (c) Both Primary and Secondary Levels
- (d) None of these
135. In 1974 University Grants Commission was established in _____
- (a) Peshawar (b) Karachi
- (c) Lahore (d) Islamabad
136. The University Grants Commission has started training programme for teachers of _____
- (a) Degree Colleges
- (b) Universities
- (c) Both Degree Colleges and universities
- (d) Schools
137. In the organization of the school the basic determining factor is the _____ of the school.
- (a) Curriculum
- (b) Management
- (c) Social life (d) Trainers
138. The curriculum should be _____ on cooperative basis.
- (a) Planned (b) Formulated
- (c) Managed (d) Contributed
139. The staff should examine the programme continuously with the _____ of the principal.
- (a) Administration
- (b) Supporting
- (c) Helping (d) Leadership
140. Pakistan Studies was made a _____ subject for Classes X, XII and XIV
- (a) Optional (b) Elective
- (c) Basic (d) Compulsory
141. The _____ Universities and Colleges were organized a number of _____

- programme for teacher training for the teaching of _____
- (a) Science (b) Education
- (c) Agriculture (d) Vocational
142. The scientific development in various fields is brought forward for advising the government by the National _____
- (a) Committees
- (b) Institutions
- (c) Organizations
- (d) Academies
143. Technical Education was _____ from the Universities and Boards of Intermediate and Secondary Education were established
- (a) Separated (b) Joined
- (c) Merge (d) None of these
144. Education Bureaus were attached to the education departments in the _____
- (a) Cities (b) Town
- (c) Countries (d) Provinces
145. At the time of partition in 1947, there were _____ colleges in working
- (a) 40 (b) 45
- (c) 50 (d) 55
146. At the time of partition in 1947, there were _____ universities in working
- (a) 5 (b) 4
- (c) 3 (d) 2
147. President of Pakistan is the _____ in case of Federal Universities:
- (a) Administrator
- (b) Chancellor
- (c) Rector (d) Incharge
148. Vice-Chancellor shall preside at the _____ of the university in the absence of the Chancellor:
- (a) Result (b) Annual day
- (c) Meeting (d) Convocation
149. A quantitative description of experienced data is _____ a measurement:
- (a) Simply (b) Particularly
- (c) Individually

150. _____ health agencies should recognize the importance of the _____ aspect of education.
- (a) Learning (b) Physical
(c) Mental (d) Healthy
151. In our schools and colleges, evaluation of individual readiness for further learning is becoming a common _____.
- (a) Problem (b) Procedure
(c) Practice (d) Agenda
152. A nervous or shy child cannot obtain the benefit from his _____ experiences:
- (a) Personal (b) Learning
(c) Social (d) None of these
153. Learning to read is a complex _____.
- (a) Procedure (b) Phenomenon
(c) Activity (d) Behavior
154. The obtaining of thought from the written material can be possible through silent _____.
- (a) Reading (b) Planning
(c) Practice (d) Learning
155. A successful practice is the real test of _____ achievement:
- (a) Teacher (b) Principal
(c) Learning (d) Evaluation
156. It is openly observed that _____ involves much more than _____ measurement.
- (a) Government (b) Environment
(c) Learning (d) Evaluation
157. Motivation is the _____ purpose of _____.
- (a) Mass (b) Primary
(c) Optional (d) Individual
158. Primary purpose of evaluation is to _____ a basis for curriculum _____.
- (a) Review (b) Improvement
(c) Post-Revision and Improvement
(d) None of these

159. Environments should be main focus in the case of _____.
- (a) Learning (b) Institutes
(c) Training (d) Teaching
160. It is _____ exercise for complete evaluation of institutions.
- (a) Time consuming
(b) Costly
(c) Both costly and time consuming
(d) None of these
161. Webster _____ evaluation as "examining and judging the worth, quality, significance, amount, degree or condition of something".
- (a) Defined (b) Described
(c) Present (d) None of these
162. _____ defined evaluation as "a process of delineating, obtaining and providing useful information for judging decision alternatives".
- (a) Webster (b) Cronbach
(c) Staffebeam (d) Kaufman
163. In educational research, how many styles that are used:
- (a) 7 (b) 6
(c) 5 (d) 4
164. The other main _____ is that education is a human activity:
- (a) Assumption
(b) Concepts
(c) Method (d) Philosophy
165. Which city of Pakistan is called "City of Colleges"?
- (a) Peshawar (b) Karachi
(c) Lahore (d) Islamabad
166. Reciting of the national anthem made compulsory in high schools in _____.
- (a) May, 09, 1957
(b) June, 09, 1957
(c) July, 09, 1957
(d) August, 09, 1957
167. At the time of partition in 1947, there were _____ primary schools in working:

- (a) 8413 (b) 9256
(c) 7687 (d) 6567
168. At the time of partition in 1947, there were _____ technical schools in working:
- (a) 30 (b) 35
(c) 40 (d) 45
169. In 1997 how many male teachers were working in Pakistan?
- (a) 48676 (b) 49080
(c) 51090 (d) 53427
170. Who became Vice-Chancellor of The Punjab University after partition?
- (a) Dr. Sulan Bukhari
(b) Dr. Shameem Hanfi
(c) Dr. Umer Hayat Malik
(d) Dr. Abdullah Khan
171. Who was the first female Vice-Chancellor of Pakistan?
- (a) Dr. Naghmana Ali
(b) Dr. Kaneez Yousaf
(c) Dr. Memmona Bibi
(d) Dr. Atia Rehman
172. Who introduced the term mental tests?
- (a) Jean Piaget (b) Cattell
(c) Rousseau (d) Thorndike
173. The famous educational psychologist Alfred Binet was _____.
- (a) French (b) German
(c) Russian (d) American
174. The famous educational psychologist Terman was _____.
- (a) French (b) German
(c) Russian (d) American
175. An attitude of fair-minded appreciation of its value can be obtained through a consideration of mental _____.
- (a) Evaluation (b) Behavior
(c) Measurement
(d) Consideration
176. The first Binet-Simon test appeared with revisions in 1908 and _____.
- (a) 1911 (b) 1912
(c) 1913 (d) 1914

177. In America during World War I, the testing of the intelligence of individuals began in _____.
- (a) Experience (b) As a whole
(c) Combinations
(d) Groups
178. Which test represents the tests of abstract intelligence?
- (a) Language (b) Percentage
(c) Leadership
(d) Measurement
179. In 1854, which philosopher set up laboratory to measure human characteristics.
- (a) D.J. O'Connor
(b) John Dewey
(c) Galton (d) Woodworth
180. Whose statement was "Guidance is the direct relation with a person in whom he is taught to adjust with society"?
- (a) Machdonial
(b) John Locke
(c) Rousseau
(d) Thorndike
181. Mother is the _____ academy of a child:
- (a) Social (b) Natural
(c) Optional (d) First
182. Society, Family, Radio and Television are the main _____ of informal education:
- (a) Centre (b) Source
(c) Material
(d) None of these
183. Realistic Education system supports the _____ progress.
- (a) Natural (b) Social
(c) Scientific (d) Technical
184. To read the lesson before teaching it is called _____.
- (a) Measurement
(b) Teaching practice
(c) Preparation
(d) Lesson plan

SLOs Student Learning Outcomes

(Study Material)

Definition of Student Learning Outcomes: Student learning outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

Why the Learning Outcome Approach to Education? The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective. For a variety of understandable reasons many students approach education as "alienated intellectual labor," rather than something that is good for them, learning that enhances their lives. Making education more meaningful for these students requires that they acquire a sense of the educational project as serving them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what students should be able to do with their knowledge, the learning outcomes approach helps the educational community understand the point of the activity.

Some of the benefits of using student learning outcomes are as follows.

1. Increased student awareness of and involvement in their own learning
2. A common language and framework for discussions about learning within departments
3. A context for course design and revision
4. An approach to curriculum assessment and change
5. An important first step toward clear communication of expectations to students
6. A requirement of accrediting agencies.

Many faculty feel they already are taking a learning outcomes approach to education and all that need to do is change some terminology on their course outlines, that is, ensure that their learning objectives are measurable. Others fear the imposition of a corporate model on education with outcomes being centrally imposed, courses being modularized, and faculty being de-skilled and replaced with assessors and facilitators, and perhaps even computers. Lastly, many academic faculty see the emphasis on outcomes as pressure for making education more directly serve the short-term needs of the economy and demands of the business community, rather than the development of the student's critical thinking and intellectual independence. To ensure that these fears do not become realities, faculty must embrace and take ownership of the student learning outcomes approach.

Types of Student Learning Outcomes:

1. Institutional

(a) Result of obtaining a degree or certificate from the institution

2. Program-level

(a) Result of finishing a program

(b) Result of completing a student services program activity

3. Course-level

(a) Result of completing a course

Each degree and certificate from an institution need not fulfill every institutional student learning outcome. However, each degree and certificate must meet at least one of them. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast, a course should meet every one of its stated student learning outcomes.

Examples of Institutional Student Learning Outcomes:

1. **Critical Thinking:** Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
2. **Communication:** Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
3. **Self-awareness and Interpersonal Skills:** Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
4. **Personal Actions and Civic Responsibility:** Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
5. **Global Awareness:** Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
6. **Technological Awareness:** Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes motivation and competency skills.

Examples of Program-Level Student Learning Outcomes:

1. **Oral and Written Communication:** "Write an essay that responds persuasively and instantaneously to a current societal issue."
2. **Oral and Written Communication:** "Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication."
3. **Tutor Education Program:** "Plan effective tutoring sessions using a variety of strategies."
4. **Tutor Education Program:** "Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee."

Process:

As a result of developing student learning outcomes, faculty in instruction and student support services should engage in discussions of ways to deliver instruction to maximize student learning. Those providing student support services should also develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing students access and involvement through the institution. And finally, student learning outcomes should be at the center of the institution's key processes and allocation of resources.

The process involves the following steps.

1. Develop student learning outcomes.
2. Identify a method to assess each of the student learning outcomes developed.
3. Engage in the teaching-learning process.
4. Assess whether or not the student learning outcomes are achieved.
5. Evaluate the assessment technique and the level at which the outcomes are achieved.
6. Make appropriate changes to the program, as needed, to achieve desired outcomes.
7. Evaluate student learning outcomes in the regular program review process.

Student Learning Outcomes – MCQs

Write the correct answer:

1. What is the definition of "Student Learning Outcomes" (SLOs)?
- (a) Student learning outcomes are defined in terms of the

knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

- (b) These are measurable instructional goals established for a specific group of students over a set period of time
- (c) Student learning is the ultimate measure of the success of a teacher and an instructional leader.
- (d)✓ All of the above
2. What is the nature of 'SLOs'?
- (a)✓ SLOs are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards.
- (b) These relates to the sportsmanship
- (c) & (d) None of these
3. The primary and major purpose of SLOs is to
- (a) Improved student learning at the classroom level
- (b) Provide evidence of each teacher's instructional impact on student learning
- (c) & (d) None of these
4. What is the importance of the term 'Data Driven Process' in SLOs?
- (a) It requires that teachers and educational authorities pay keen attention to the annual academic progress made by student in non-tested subjects
- (b) New targets are designed with the help of previous data
- (c) SLOs growth targets are achieved through data driven process
- (d)✓ All of the above
5. What is the relationship between the educational authorities to
- (a) The educational authorities are cooperative with the educational standards by giving
- (b) The educational authorities are comprehensive, and the standards or

- (c)✓ (a) & (b) (d) None of these
6. Learning Outcome: to identify the meaning of a term Reliability is the same as:
- (a)✓ Consistency
- (b) Relevancy
- (c) Representativeness
- (d) Usefulness.
7. Learning Outcome: to interpret the meaning of an idea The statement that "test reliability is a necessary but not sufficient condition of test validity" means that:
- (a) A reliable test will have a certain degree of validity.
- (b)✓ A valid test will have a certain degree of reliability.
- (c) A reliable test may be completely invalid and a valid test completely unreliable.
8. Learning Outcome: to apply previously acquired knowledge to a given situation. Which one of the following memory systems does a piano-tuner mainly use in his occupation?
- (a)✓ Echoic memory
- (b) Short-term memory
- (c) Long-term memory
- (d) Mono-auditory memory
9. The major objective and purpose of SLOs in our educational system is to enhance the educational standards in which level:
- (a) College (b) University
- (c)✓ Classroom (d) School
- (e) None of these
10. In the process of SLOs for a variety of understandable reasons many students approach education as:
- (a)✓ Alienated intellectual labour
- (b) Educational policies
- (c) Advanced curriculum
- (d) None of these
11. Identify the major benefits of using student learning outcomes are:

- (a) Increased student awareness of and involvement in their own learning
- (b) A common language and framework for discussions about learning within departments
- (c) A context for course design and revision
- (d) An approach to curriculum assessment and change
- (e) An important first step toward clear communication of expectations to students
- (f) A requirement of accrediting agencies.
- (g)✓ All of the above
12. Mention the different types of SLOs:
- (a) Institutional
- (b) Program-level
- (c) Course-level
- (d)✓ All of the above
13. Institutional Student Learning Outcomes means:
- (a)✓ Result of obtaining a degree or certificate from the institution
- (b) Result of finishing a program
- (c) Result of completing a course
- (d) None of these
14. Program-level Student Learning Outcomes means:
- (a) Result of finishing a program
- (b) Result of completing a student services program activity
- (c)✓ (a) & (b) (d) None of these
15. Course-level Student Learning Outcomes means:
- (a)✓ Result of completing a course
- (b) Result of finishing a program
- (c) Result of completing a student services program activity
- (d) None of these
16. What is the importance of 'Critical Thinking' in SLOs?
- (a)✓ Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive

- and deductive logical reasoning and methodological processes.
- (b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- (c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups
- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
- (e) None of these
17. What is the role of 'Communication' in SLOs?
- (a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
- (b)✓ Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
- (c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups
- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
- (e) None of these
18. Identify the role 'Self-awareness and Interpersonal Skills' in SLOs?
- (a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This

outcome includes both inductive and deductive logical reasoning and methodological processes.

- (b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.

- (c) Ability to analyze one's own actions, to see the perspective of other persons and to work effectively with others in groups.

- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.

- (e) None of these

What is the importance of 'Personal Actions and Civic Responsibility' in SLOs?

- (a) Ability to analyze problems, conceptualize issues, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.

- (b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.

- (c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.

- (d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.

- (e) None of these

'Awareness' is the major component of improving the standards of SLOs.

- (a) Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.

- (b) Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.

- (c) (a) & (b) (d) None of these

21. What is the value of 'Technological Awareness in SLOs'?

- (a) Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.

- (b) Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.

- (c) (a) & (b) (d) None of these

22. What are the components of Program-Level Student Learning Outcomes?

- (a) Oral and Written Communication

- (b) Oral and Written Communication

- (c) Tutor Education Program

- (d) Tutor Education Program

- (e) All of the above

23. 'Oral and Written Communication' is important factor of SLOs:

- (a) Write an essay that responds persuasively and insightfully to a current societal issue.

- (b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.

- (c) Plan effective tutoring sessions using a variety of strategies.

- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.

- (e) None of these

24. What is importance of 'Oral and Written Communication' in SLOs?

- (a) Write an essay that responds persuasively and insightfully to a current societal issue.

- (b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.

- (c) Plan effective tutoring sessions using a variety of strategies.

- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.

- (e) None of these

25. What is the value of 'Tutor Education Program' in SLOs?

- (a) Write an essay that responds persuasively and insightfully to a current societal issue.

- (b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.

- (c) Plan effective tutoring sessions using a variety of strategies.

- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.

- (e) None of these

26. In which way 'Tutor Education Program' is effective in SLOs:

- (a) Write an essay that responds persuasively and insightfully to a current societal issue.

- (b) Select a speech being delivered by a prominent world figure or community leader and critically

evaluate it using the principles of good oral communication.

- (c) Plan effective tutoring sessions using a variety of strategies.

- (d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.

- (e) None of these

27. The process of SLOs involves the steps:

- (a) Develop student learning outcomes.

- (b) Identify a method to assess each of the student learning outcomes developed.

- (c) Engage in the teaching-learning process.

- (d) Assess whether or not the student learning outcomes are achieved.

- (e) Evaluate the assessment technique and the level at which the outcomes are achieved.

- (f) Make appropriate changes to the program, as needed, to achieve desired outcomes.

- (g) Evaluate student learning outcomes in the regular program review process.

- (h) All of the above

28. Student learning outcomes (SLOs) are the specific observable.

- (a) Measurable results

- (b) Learning experience

- (c) (a) & (b) (d) None of these

29. SLOs may involve:

- (a) Knowledge (cognitive)

- (b) Skills (behavioral)

- (c) Attitudes (affective)

- (d) All of the above

30. What types of items SLOs describe:

- (a) A student's ability

- (b) Skill of the students

- (c) Learning level

- (d) All of the above

31. Which item identifying Student Learning Outcomes (SLOs):

1. The national curriculum has identified the student learning outcomes to be achieved for each topic.
2. Identifying the student learning outcomes helps you to clarify the knowledge, skills and attitudes/values to be developed.
3. (a) & (b) (d) None of these
4. Student learning outcomes should
5. Represent a fundamental result of the course of study or program; does it assess what is most important?
6. Clearly describe what students are asked to do using action verbs; write an essay, complete a laboratory exercise, compose an original piece of music or art.
7. Ask students to apply what they have learned by producing something.
8. Include a time frame for students to accomplish this goal (end of second year, end of program).
9. Be specific and measurable.
10. (a) All of the above
11. Knowledge outcomes means
12. (a) Address content and methods of the discipline
13. Describe the techniques and approaches required for work in the discipline.
14. May address commitment, appreciation, or openness.
15. (d) None of these
16. Attitude outcomes means
17. (a) Address content and methods of the discipline
18. (a) Describe the techniques and approaches required for work in the discipline
19. (a) May address commitment, appreciation, or openness.
20. (d) None of these

- (a) Address content and methods of the discipline
- (b) Describe the techniques and approaches required for work in the discipline
- (c) May address commitment, appreciation, or openness.
- (d) None of these
35. Which thing is identify by the student learning outcome
- (a) Learning outcomes identify what the learner will know and be able to do by the end of a course or program
- (b) Identify one skill that you think would be essential to know or do by the end of this learning period
- (c) (a) & (b) (d) None of these
36. Spady, (1994), an _____ who spearheaded the development of outcomes based education, suggests that the ability demonstrate learning is the key point.
- (a) Educational researcher
- (b) Sociological researcher
- (c) Law researcher
- (d) None of these
37. An outcome statement that incorporates the knowledge within a performance demonstration might include:
- (a) The learner will have demonstrated the ability to make engine repairs on a variety of automobiles
- (b) In the above statement, the ability to make engine repairs implies that the person has the requisite knowledge to do so.
- (c) (a) & (b) (d) None of these
38. Learning outcomes refer to observable and measurable:
- (a) Knowledge (b) Skills
- (c) Attitudes
- (d) All of the above
39. The successful student has reliably demonstrated the ability to:

- (a) Administer medications according to legal guidelines
- (b) Make pricing decisions using relevant cost and profitability factor
- (c) (a) & (b) (d) None of these
40. Characteristics of Learning Outcomes should:
- (a) Reflect broad conceptual knowledge and adaptive vocational and generic skills
- (b) Reflect essential knowledge, skills or attitudes
- (c) Focus on results of the learning experiences
- (d) Reflect the desired end of the learning experience, not the means or the process
- (e) Represent the minimum performances that must be achieved to successfully complete a course or program
- (f) Answer the question, "Why should a student take this course anyway?"
- (g) All of the above
41. Learning outcomes reflect a movement toward outcomes based learning (OBL) in:
- (a) Elementary
- (b) Secondary and post secondary educational systems
- (c) (a) & (b) (d) None of these
42. Outcomes-based education is thought to provide greater:
- (a) Consistency - in course offerings across the educational system
- (b) Accountability - expectations for learning are clearly stated, and frequent assessment processes help both teacher and student identify progress toward meeting the outcomes
- (c) Accessibility - clearly defined outcomes enable learners to demonstrate achievement of those outcomes through prior learning assessment processes

- (d) All of the above
43. Ability to work in teams:
- (a) Effective communication
- (b) Ability to solve problems
- (c) (a) & (b) (d) None of these
44. In the college system, learning outcomes are written at the:
- (a) Program level
- (b) Course level
- (c) (a) & (b) (d) None of these
45. "Learning Outcomes" in the college system may express:
- (a) Vocational Skills
- (b) Generic Skills
- (c) General Education
- (d) All of the above
46. Guidelines for Writing Course Learning Outcomes:
- (a) State clear expectations - learners know what they have to do to demonstrate that they have achieved the learning outcomes
- (b) Represent culminating performances of learning and achievement; (meaning the highest stage of development, or exit, end performance)
- (c) Describe performances that are significant, essential, and verifiable; (meaning that performances can be verified or observed in some way and that they represent more than one small aspect of behavior; this also means that the performance is considered to be essential for success in the course)
- (d) Preferably state only ONE performance per outcome
- (e) All of the above
47. What are the major features for writing course learning outcome?
- (a) Refer to learning that is transferable, (meaning that the learning can readily be transferred from a class to a work place environment, or from one workplace environment to another, etc.)

- (b) Not dictate curriculum content, (meaning that there could be a number of different ways to achieve the outcome.)
- (c) Reflect the overriding principles of equity and fairness and accommodate the needs of diverse learners
- (d) Represent the minimum, acceptable level of performance that a student needs to demonstrate in order to be considered successful.

(e)✓ All of the above

Learning Outcome statements may be broken down into how many main components

- (a) An action word that identifies the performance to be demonstrated
- (b) A learning statement that specifies what learning will be demonstrated in the performance
- (c) A broad statement of the criterion or standard for acceptable performance
- (d)✓ All of the above

49. What are the performance elements which may include?

- (a) Identifies assumptions underlying various points of view
- (b) Presents a cogent argument with supporting evidence

(c)✓ a & (b) (d) None of these

Which major points contains in checklist for integration of learning outcomes:

(a) I know what the learning outcomes are for my course and program

(b) I have designed learning activities and resources which reflect the learning outcomes

(c) I have designed assessment/evaluation strategies with feedback opportunities for students

(d) The evaluation strategies reflect the learning outcomes

(e)✓ All of the above

51. Course Learning Outcomes contain

- (a) Reflect what the faculty and the community collectively deem to be the essential knowledge, skills and attitudes required by practitioners in the subject area
- (b) Describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction such as a class, and the conditions and criteria which determine the acceptable level of performance

(c)✓ (a) & (b) (d) None of these

52. If you work in a postsecondary educational system, you may participate in this process by

- (a) Identifying a learner who would benefit from a PLA process
- (b) Assess a learner who has requested a PLA process

(c)✓ (a) & (b) (d) None of these

53. Mention the general dimensions of learning outcomes are commonly identified

- (a) Knowledge outcomes pertain to grasp of fundamental cognitive content, core concepts or questions, basic principles of inquiry, a broad history, and/or varied disciplinary techniques
- (b) Skills outcomes focus on capacity for applying basic knowledge, analyzing and synthesizing information, assessing the value of information, communicating effectively, and collaborating

(c) Attitudes and values outcomes encompass affective states, personal/professional/social values, and ethical principles.

(d) Behavioral outcomes reflect a manifestation of knowledge, skills, and attitudes as evidenced

by performance contributions

(e)✓

(a) All of the above

54. All or types of student learning outcome based on

- (a) Knowledge (b) Skills
- (c) Behavior
- (d)✓ All of the above

55. Program goals reflect broad, non-specific categories of learning

- (a) Critical thinking
- (b) Communication
- (c) Science literacy
- (d) Multicultural literacy
- (e)✓ All of the above

56. Why are learning outcomes important?

- (a) When students know what is expected of them, they tend to focus their studying time and energy better, thus improving learning.

(b) Student learning outcomes support a "learner centered" approach to instructional activity; emphasis is on the types of experiences students must have to be able to achieve expected outcomes rather than "coverage of topics" within the curriculum.

(c)✓ (a) & (b) (d) None of these

How are student learning outcomes written?

(a) Demonstrate an understanding of culture and society

(b) Critically analyze a literary text.

(c) Distinguish among a variety of genres or primary and historical texts and use them appropriately and effectively in academic work

(d) Apply physical principles to real-world problems.

(e)✓ All of the above

58. As you work on establishing your program's learning outcomes, the which term description may also be valid

(a) Attended to the most important goals for undergraduate in your major, framing outcomes in terms of what students will be able to demonstrate rather than on what faculty teach

(b) Focus on what students should know, be able to do, and/or be like after they have successfully completed your program, not on what they do on the way to completing the program

(c)✓ (a) & (b) (d) None of these

59. An effective outcomes assessment plan is:

(a) Grounded in the alignment between core curricular offerings and expected student learning outcomes

(b) Designed to generate meaningful evidence that can be readily evaluated

(c) Developed so that it is both manageable in scale and scope and adaptable to support evolving program needs and interests

(d) Accompanied by a timeline that helps program faculty prioritize various aspects of the assessment work and meet key target dates relative to the timing of departmental self-reviews and 8-year program reviews

(e) Endorsed by the program faculty at large as a potentially valuable mechanism for sharing insights about teaching and learning and creating processes for linking these insights with

continuous improvement

All of the above

Which question you may want to address include

What are the most valuable insights gained from the assessment results?

What are the most important conclusions about the results?

What strengths (and weaknesses) in student learning or the results indicate?

What implications are there for enhancing teaching and learning?

All of the above

What are the effectiveness and

impacts of the assessment process

What considerations should include

What the process define as well

as answer questions that are

relevant to understanding and

improving student learning? If

not, why?

How faculty and students

related to participate in the

assessment process? If not

why?

What are the assessment methods

being implemented? If not,

what improvements could be

made?

What ways was the

assessment process especially

improved?

What will (or will) change

the process? Why?

What are the

assessment results

What are the

assessment results that

will be used to improve

the assessment process? If not,

what improvements could be

made? What ways was the

assessment process especially

improved? What will (or will)

(b) Outcomes are usually expressed as knowledge, skills, attitudes or values.

(c) Learning Outcomes are goals that describe how a student will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.

(d) All of the above

53. Essential steps connect your Learning to Student Outcomes

(a) Identify student learning priorities with specificity

(c) Determine what educators need to know and be able to do to ensure students meet their learning goals

(c) Plan the professional learning agenda

(d) All of the above

64. SLOs is a

(a) A vital component of the Teacher Keys Effectiveness System is Student Growth and Academic Achievement.

(b) Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).

(c) (a) & (b) (d) None of these

65. By which method annual academic progress made by student enhanced:

(a) By using SLOs

(b) By using sportsmanship

(c) By visiting library for general books

(d) None of these

Curriculum (Study Material)

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet, the units and lessons that teachers teach, the assignments and projects given to students, the books, materials, videos, presentations, and readings used in a course, and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Curriculum is:

1. That which is taught in schools
2. A set of subjects
3. Content
4. A program of studies
5. A set of materials
6. A sequence of courses
7. A set of performance objectives
8. A course of study
9. Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.
10. Everything that is planned by school personnel.
11. A series of experiences undergone by learners in a school.
12. That which an individual learner experiences as a result of schooling.

Curriculum Definitions:

1. A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. (Tyler)
2. A curriculum usually contains a statement of aims and specific objectives. It indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching. Finally it includes a programme of evaluation of the outcomes.
3. A plan for providing sets of learning opportunities for persons to be educated. (Saylor)
4. Curriculum is an organized set of formal education and/or training intentions. (Pratt).
5. A plan for learning whereby objectives determine what learning is important. (Wiles & Bondi)
6. Curriculum is the planned experiences offered to the learners under the guidance of the school. (Wheeler)
7. The curriculum consists of the ongoing experiences of children under the guidance of the school. It represents a special environment for helping children achieve self-realization through active participation within the school. (Shepherd & Ragan)
8. A programme the school offers to its students - a preplanned series of educational hurdles ... an entire range of experiences a child has within school. (Husner)

10. The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal, social competence. (Tanner & Tanner).

Curriculum is a plan for achieving intended learning outcomes, with what is to be learned and the results of instruction.

11. The curriculum of a school is the totality of the experiences that a school plans for its pupils. It is not restricted to courses; extracurricular activities and auxiliary services such as guidance and health services are also part of the curriculum. On the other hand the curriculum does not include everything the students learn in school.
12. Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. 'The explicit intentions usually are expressed in written curricula and in courses of study; implicit intentions are found in the 'hidden curriculum' by which we mean the unspoken norms that underlie interactions in the school. (Miller and Serle.)
13. The curriculum can be defined as a course of learning activities set out for the learner to perform to make him achieve certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It also defines the limits within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behaviour, acquiring or reinforcing certain skills and preparing him to fit properly into society. (Robinson)

Types of Curriculum:

1. **Informal Curriculum:** Activities that occur outside of regular school hours, during breaks of lunch time, after school and sometimes on weekends, are also sources of learning and constitute the informal curriculum. These are sometimes referred to as extra-curriculum or co-curricular activities and are therefore treated in a different way from the activities of the formal curriculum.

2. **Hidden Curriculum According to Kelly:** Educationists speak of the 'hidden curriculum' by which they mean those things which pupils learn at school because of the way in which the curriculum is planned and organized out which are not in themselves overtly included in the planning or even in the consciousness of those responsible for school arrangements.

3. **Actual or Received Curriculum:** These terms are often used interchangeably. This curriculum acknowledges that a definition of curriculum ought to embrace all the learning that occurs in the experience of schooling. This includes not only learning that is explicitly planned and organized out which are not in themselves overtly included in the planning or even in the consciousness of those responsible for school arrangements.

4. **Formal Curriculum:** This curriculum acknowledges that a definition of curriculum ought to embrace all the learning that occurs in the experience of schooling. This includes not only learning that is explicitly planned and organized out which are not in themselves overtly included in the planning or even in the consciousness of those responsible for school arrangements.

5. **Intact Curriculum:** The curriculum offered by a school to students should not be simply a collection of unrelated experiences. Schools need to be

concerned with a 'total curriculum'. There must be vertical and horizontal organization of the curriculum elements

5. **Vertical Organization** ensures sequence and continuity within a given subject area, not only for a particular grade but also between grades. One example of vertical organization is placing 'the family' in the grade 1 social studies curriculum and 'the community' in Grade 2. Another form of vertical organization is where subject curricula are organized so that the same topics are treated in different grades but increasingly more difficult levels. This corresponds to Bruner's idea of the spiral curriculum.

6. **Horizontal organization** is concerned with side by side relationships or integration, that is, how one area of the curriculum relates to another, for example how topics in mathematics relate to topics in science.

Curriculum – MCQs – I

Write the correct answer:

- _____ plays a vital role in attaining the aims and objectives of education.
(a) Curriculum (b) Learning
(c) Activities (d) Syllabus
- _____ the curricular and co-curricular trends in our institutions i.e. the courses of study.
(a) Curriculum (b) Learning
(c) Activities (d) Syllabus
- The objectives of _____ are the methodology of teaching, including teaching aids, and evaluation methods.
(a) Chemistry (b) Physics
(c) Sociology (d) Education
- The word 'curriculum' is derived from the _____ word *currere*, which means 'run'.
(a) Greek (b) English
(c) Latin (d) Chinese
- _____ in its broadest sense includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school.
(a) Syllabus (b) Learning
(c) Curriculum (d) None of these
- Regarding the various definitions, images and conceptions _____ the parable of a blind men (of course here there are no blind men) and the

elephant seems fitting. Each of several blind men touched a different part of the body of the elephant. One grasped the leg and described that an elephant was like a tree, another touched the trunk and described the elephant as a large snake, another examined the ear and thought of a huge fan, still another felt the tusk and likened the elephant to a sharp spear. What about this Parable?

- Syllabus
 - Curriculum
 - Learning
 - None of these
7. In the words of _____, the school curriculum becomes what it is in any school at any given moment because of social setting; the ideas and commitment of individuals; and the skill, understanding and strategy of those concerned with change.
(a) Herbert Spencer
(b) Kimball Wiles
(c) Charles Beck
(d) None of these
8. Curriculum has been viewed as under
(a) Curriculum as Content, or Subject Matter
(b) Curriculum as a Programme of Planned Learning Activities
(c) Curriculum as Intended Learning Outcomes
(d) Curriculum as Cultural

- (e) Curriculum as Cultural Preservation
- (f) Curriculum as Experience
- (g) Curriculum as Discrete Tasks and Concepts
- (h) All of the above
9. _____ define curriculum as the sum total of student activities which the school sponsors for the purpose of achieving its objectives
- (a) Alberty A. and Alberty E.
- (b) H. Robert Beck
- (c) W. Waller Cook
- (d) None of these
10. In the words of _____, "Curriculum is the sum of the educational experiences that children have in school".
- (a) Alberty A
- (b) H. Robert Beck and W. Waller Cook
- (c) F. Bobbit
- (d) None of these
11. According to _____, "Curriculum is that series of things which children and youth must do as experience by way of developing abilities to do things well that make up the affairs of adult life; and to be in all respects what adults should do".
- (a) F. Bobbit (b) Alberty A
- (c) R. Doll
- (d) None of these
12. According to _____, "Curriculum can refer to the total structure of ideas and activities, developed by an educational institution to meet the needs of students and to achieve desired educational aims".
- (a) Derek Rowntree
- (b) Alberty A (c) F. Bobbit
- (d) None of these
13. The major characteristics of Curriculum are:
- (a) Totality of subject matter

- (b) Curriculum is not an end in itself
- (c) Total institutional environment
- (d) Totality of experiences
- (e) Mirror of educational trend and development of balance personality
- (f) Mirror of philosophy of life and dynamic achievement of goals
- (g) All of the above
14. The components of curriculum according to _____ are the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programmes (for example field trips, library programmes, work experience education, guidance and extra classroom activities):
- (a) K.A. Leithwood
- (b) Agnes S. Robinson
- (c) Alberty A
- (d) None of these
15. According to K.A. Leithwood curriculum encompasses educational philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, and assessment and learning outcomes
- (a) Programme of studies or educational programme
- (b) Programme of Activities
- (c) Programme of Guidance
- (d) All of the above
16. _____ is defined as a list of the content of a course the work simply means collections Syllabus usually specifies the content, learning outcomes and time allocations for various topics:
- (a) Curriculum (b) Syllabus
- (c) Learning

- (d) None of these
17. _____ of study is defined as the series of planned units related to each other. In course of study organized subject is covered with specified mind, teaching goods & suggestion for instructional strategies.
- (a) Syllabus (b) Course
- (c) Learning
- (d) None of these
18. Curriculum development process consists of various phases or elements. The curriculum planners have to consider all these phases while working on such process. According to _____, the elements of curriculum development are philosophy, society, aims, educational administrators, school organization, are teaching material, teacher's role and teaching methods
- (a) J.S. Farranta
- (b) Lawton D
- (c) Roberts Charles
- (d) None of these
19. In the words of _____ the elements of curriculum are the goals, objectives, content, processes, resources, and means of evaluation
- (a) Lawton D
- (b) J.S. Farranta
- (c) Roberts Charles
- (d) None of these
20. Wheeler has given the following elements of curriculum as:
- (a) The selection of aims, goals and objectives
- (b) The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives
- (c) The selection of content (subject matter) through which, certain types of experience may be offered
- (d) The organization and integration

- of learning experiences and content with respect to the teaching learning process within school and classroom
- (a) Evaluation of the effectiveness of all aspects of phases 2, 3, and 4 in attaining the goals detailed in phase 1
- (b) All of the above
21. Taking into consideration the educational system in Pakistan curriculum must have the following important basic factors:
- (a) Situational analysis
- (b) Setting the objectives
- (c) Content
- (d) Learning experiences
- (e) Evaluation
- (f) All of the above
22. Guba and Stufflebeam (1970) identified following types of decisions which are involved in curriculum evaluation
- (a) Planning (objectives to be selected)
- (b) Planning procedure (personnel, method and material to employ).
- (c) Implementing procedures (whether to continue, modify or abandon a procedural plan)
- (d) Outcomes (extent of achievements of targets or objectives)
- (e) All of the above
23. The following points demonstrate the importance of curriculum:
- (a) Achievement of educational aims and fixing limits
- (b) Development of democratic values and development of citizenship
- (c) Development of character
- (d) Satisfaction of needs and criteria of suitable teachers
- (e) Selection of suitable methods

- and acquisition of knowledge
24. Development of personality and reflecting trends in education
- (g) All of the above
- The curriculum foundations may be defined as those basic forces that influence and shape the minds of curriculum developers and enhance the content and structure of the subsequent
- (a) Syllabus (b) Course
(c) Learning (d) Curriculum
25. _____ is the pursuit of wisdom and knowledge. It is the study of realities and general principles. It concerns with the research of internal truths
- (a) Sociology
(b) Anthropology
(c) Geography
(d) Philosophy
26. _____ provides systematic procedure for clarifying issues and problems and making decisions on critical points of curriculum development.
- (a) Sociology
(b) Anthropology
(c) Geography
(d) Philosophy
27. Philosophical work can aid curriculum development in many ways but it is particularly useful in helping us to understand
- (a) Nature of educational objectives
(b) The structure or inter-relationship of the objectives
(c) Nature of curriculum activities
(d) All of the above
28. According to _____ "Philosophy is the ability to feel at ease in any society."
- (a) M. Rashid (b) K. A. Gaba
(c) Guba (d) Aristippus
29. According to _____, "Philosophy does not give knowledge of the future."
- (a) M. Rashid (b) K. A. Gaba

- (c) Guba
(d) Kabir Humayun
30. There are following philosophical categories that have particular relevance for curriculum development
- (a) Ontology (The Nature of Reality)
(b) Epistemology (The Nature of the Knowledge)
(c) Axiology (The Nature of Value)
(d) All of the above
31. Evaluating (investigating) the behaviour of human being, curriculum developers, therefore, can draw upon psychology, particularly educational psychology, for at least five areas of information.
- (a) Educational objectives
(b) Student characteristics
(c) Learning process
(d) Teaching methods
(e) Evaluation procedures
(f) All of the above
32. In selecting learning experiences, the curriculum developers should take account of
- (a) Learning theories and personality
(b) Individual differences among students
(c) Motivational strategies and teaching style
(d) Cognitive and affective development
(e) Group dynamics and learning styles
(f) Teaching methodology
(g) All of the above
33. Educational psychologists, as well as other educators, have been concerned with such evaluation issues as:
- (a) Norm-referenced assessment of criterion-referenced assessment
(b) The role of formative evaluation
(c) Appropriate instruments to

- measure student's performance
- (d) Determination of teacher's effectiveness
- (e) All of the above
34. The curriculum for modernizing the society stressed the following:
- (a) Restructuring contents of the various subjects in the light of modern development in science and technology
(b) Adopting new methods of teaching
(c) Encouraging activities for awakening curiosity and developmental interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself.
(d) All of the above
35. Curricula according to designs, which may be categorized as:
- (a) Core Curriculum
(b) Teacher Centered Curriculum
(c) Learner Centered Curriculum
(d) Activity Based Curriculum and Integrated Curriculum
(e) All of the above
36. Activity based curriculum theory may be further sub-divided into.
- (a) Overt activity conception
(b) Centre of interest conception
(c) Purpose conception
(d) All of the above
37. Numerous curriculum projects were developed. Among the more well known are:
- (a) Biological Sciences Curriculum Study
(b) Social Studies
(c) Pakistan Studies
(d) Pakistan Science Education
(e) School Mathematics Study
(f) Individualised Science Instruction System

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- (g) All of the above
38. Any curriculum is based on views such as:
- (a) What is meant by education and its aims.
(b) The nature of knowledge
(c) The nature of society
(d) The role of school in the society
(e) The nature of children and how they learn
(f) What it means to teach
(g) All of the above
39. Guba and Stufflebeam (1970) identify four types of decisions, which are involved in curriculum evaluation. Certain features of their work are useful as an organizing framework for examining curriculum evaluation. These types include the decisions about
- (a) Planning intentions e.g., which objectives to select.
(b) Planning procedure, e.g., which personnel, methods and materials to employ.
(c) Implementing procedures, e.g., whether to continue, modify or abandon a procedural plan
(d) Outcomes e.g., which intentions are realized to what extent and by whom
(e) All of the above
40. The conceptual model proposed by Ralph Tyler for analyzing and developing a curriculum having the following fundamental points / questions:
- (a) What educational purposes should the school seek to attain?
(b) What educational experiences can be provided that is likely to attain these purposes?
(c) How can these educational experiences be effectively organized?
(d) How can we determine whether

these purposes are being attained?

41. In his model, Wheeler recommended five steps.

- Selection of aims, goals and objectives.
- Selection of learning experiences
- Selection of content
- Organization and integration of learning experiences and content
- Evaluation
- All of the above

42. Curriculum revision/development is ideally an ongoing assessment, planning and design, teacher training, materials, implementation monitoring feedback and evaluation, the curricula renewal is based on the following broad areas of concern.

- To incorporate changes at national and global level, to prepare our children for further job market within existing economic sustainable national development
- Incorporating issues of global significance include, environment change, degradation, population control, gender issues, and international understanding and cooperation
- Fostering respect for prevention of cultural tradition and indigenous values and ways of life
- Fostering of moral values through Islamic principles and ethics among pupils
- Promoting democratic values and respect for identity and appreciation of cultural diversity that characterizes Pakistani society and the broader global

society.

- To introduce competency based curricula by defining mini process involved in learning competencies at both primary and secondary level.

- All of the above

43. Federal Government taking the following steps to formulate the curriculum:

- Design in collaboration with Provincial Curriculum Bureaus initial draft of curriculum in the light of need assessment survey and send the drafts to NBCT for finalization.
- NBCT finalized a unified draft curriculum in the light of the drafts received from the NCDC
- The unified draft is circulated throughout the country for comments. Comments are invited from educational institutions and users/stake holder's parents, communities etc
- The National Curriculum Development Select Committee a subset of NCDC reviews and updates the unified draft in the light of the feedback and recommends approving the draft as National Curriculum.

- All of the above

44. Provincial Curriculum Committee composed of:

- Representatives of the Provincial Curriculum Centres
- Supervisors
- Teachers
- Educational Administrators
- Subject Specialists from the Schools, Colleges, Universities and other Research Organizations
- Representatives of the Textbook

boards

- Representatives of the Boards of Intermediate and Secondary Education

- Teacher Trainers

- All of the above

45. In addition to development of textbooks, the Provincial Textbook Boards are conducting the following functions

- Research and surveys of textbooks by the staff of Textbook Board.
- Training of Authors, writers, designers, etc., of the textbooks. The Curriculum Wing in addition to approving the manuscripts of the textbooks is performing the following programmes:
 - Development of Experimental edition of primary school textbooks
 - Improvement in quality of printing and award of prizes
 - Development of supplementary readers
 - Promotion of concept for use of multiple textbooks
- Both (a) & (b)

46. Promotion of Teacher Training in the country through:

- Up-dating curricula and training methodology for both pre-service and in-service training.
- Conceiving, developing, selling and implementation of development schemes for the promotion of Teacher Training in terms of both physical and software.
- Production of materials for in-service training of teachers such as guides, learning modules, lesson plans etc.

- Crash training programmes for secondary school teachers in basic sciences and mathematics.
- Training of Master Trainers of lower secondary school teachers in General Science, Mathematics and English.

- Mobile Workshops for Elementary School Teachers in production of low cost teachers aids

- Training of Primary, Middle and Secondary level teachers in population education at selected district level

- All of the above

47. Evaluation through:

- To evolve a system of selection for professional education, viz NETS
- Development of objective type test from items pools in selected subjects at secondary level
- To help BISEs in training of examiners for conduct of valid and reliable examinations.
- To collaborate with I.B.C. in maintaining uniformity and upholding standards
- All of the above

48. In collaboration with National Bureau undertakes problems, which include:

- Study of the curriculum concepts in selected subjects in relation to the mental level of children.
- Development of graded vocabulary for primary school children.
- Study of primary school curriculum with special focus on:
 - Integrated curriculum
 - Moral education
 - Work oriented education
 - Work load of the pupils

- (v) Students/teacher competencies
(vi) Assessment of learning achievements of children
(d) Study of alternative methods of imparting literacy programmes at primary level
(e) All of the above
49. The Curriculum Wing has addressed the following issues of global significance.
(a) Population Education
(b) Drug Education
(c) Environmental Education
(d) Values Education
(e) All of the above
50. There must be the following features in a good and standardized book:
(a) A good textbook is that which is according to the objectives of the syllabus
(b) A book must fulfill the requirements of the subject, and the level for which it is written.
(c) In a standard book, all the topics are present in a specific content
(d) A book should be written according to mental level of the students of that stage
(e) All these information and the material included in the book should be correct, based on reality and should be doubtless.
(f) The including information and material in a good book is always presented in simple and comprehensive language.
(g) A book is the guaranteed of security and publication code of philosophy of living and religious values and traditions of a nation
(h) Pictures, maps, and graphs, are used to make the material interesting and explainable
(i) There are exercises to overcome

lessons, information, material provided by it

- (j) The material of the book should be free from calligraphical, paragraphical and grammatical mistakes
(k) A standard paper is used in the publication of good textbooks but the price is fixed according to the approach of the common people.
(l) Such books are lengthy, relevant material and according to the mental level of the students.
(m) The material in such books is present in main and sub-headings
(n) All of the above
51. According to Seriven, there are _____ forms of curriculum evaluation:
(a) Formative
(b) Summative
(c) Both (a) & (b)
(d) None of these
52. Syllabus is a list of topics of a subject that is prepared for:
(a) Public examination
(b) Fulfillment of national objectives
(c) National education program
(d) All of the above
53. In syllabus
(a) Details of objectives of education are not provided
(b) Details of content are not provided
(c) Details of methods of teaching are not provided
(d) All of the above
54. The literal meaning of course is:
(a) Path (b) Rose
(c) Light
(d) None of the above
55. The common aim of education is to:

- (a) Develop the abilities of the students
(b) Develop personality
(c) Develop the students socially
(d) All of the above
56. Books are the.
(a) Memory of human race
(b) Capital of human race
(c) Intellectual struggle of human race
(d) All of the above
57. The most effective source of knowledge is
(a) Computer (b) Book
(c) Educational excursion
(d) Seminar
58. A textbook.
(a) Covers the content of a particular educational level
(b) Fulfills the very least educational needs of the students
(c) Discusses details of topics of a particular education level
(d) All of the above
59. In the provinces of Pakistan, Textbook Boards were established in.
(a) 1960 (b) 1961
(c) 1962 (d) 1963
60. A good textbook
(a) Is harmonized with the objectives of education
(b) Is in accordance with the mental level of the students
(c) Is comprehensive and simple to understand
(d) All of the above
61. The literal meaning of curriculum is:
(a) Path (b) Light
(c) Height
(d) None of the above
62. Curriculum always designed to the needs of:
(a) Teachers (b) Students
(c) Tutors
(d) None of these

63. Curriculum is such a collection of activities and sciences that
(a) Is provided to the students
(b) Is a source of accomplishment of aims of education
(c) Develops the child personality
(d) All of the above
64. In the educational literature of the Arabs, which of the following stands for curriculum?
(a) Siqat (b) Minhaj
(c) Takasir (d) Alam
65. Learning requires
(a) Labor (b) Intention
(c) Both (a) and (b)
(d) None of the above
66. Curriculum is.
(a) An educational course of action
(b) A written educational plan
(c) A collection of activities and sciences
(d) All of the above
67. Curriculum
(a) Helps in the acquisition of aims of education
(b) Trains the students
(c) Leads to the destination of life
(d) All of the above
68. Curriculum includes
(a) Cognitive development
(b) Moral development
(c) Practical training
(d) All of the above
69. Which of the following point is not included in concept of curriculum?
(a) Curriculum is a formal course of action
(b) Curriculum includes activities and science
(c) Curriculum is confined to textual content
(d) Curriculum includes learning experiences
70. Which of the following enables a student to become socially adjusted?
(a) Curriculum

- (b) Observation
(c) Personal experiences
(d) Intuition
71. Curriculum is concerned with the
(a) Ideology of life
(b) National culture
(c) National history
(d) All of the above
72. The chief source for the accomplishment of the aims of education is:
(a) Teacher (b) Curriculum
(c) Method of teaching
(d) Evaluation
73. Curriculum is:
(a) A continuous process
(b) A circular process
(c) A process of logical order
(d) All of the above
74. There are:
(a) Four elements of curriculum
(b) Three elements of curriculum
(c) Two elements of curriculum
(d) Five elements of curriculum
75. The important components of curriculum are:
(a) Objectives and curricular content
(b) Objective, curricular content and methodology
(c) Objectives, content, methodology and evaluation
(d) Both (a) and (b)
76. Which of the following question is concerned with aims of curriculum?
(a) What do we wish to become a student
(b) What does a society expect from education
(c) Which type of persons a society needs
(d) All of the above
77. The curricular objectives have:
(a) Psychological justification
(b) Social justification
(c) Economic justification

- (d) All of the above
78. The objectives of education clearly defines:
(a) Why the students are being educated
(b) Where a nation is leading
(c) Which expectations are being fulfilled
(d) All of the above
79. The students:
(a) Do not respond without stimulus
(b) Fulfill the expectations of a nation
(c) Are the significant element of education
(d) All of the above
80. In the process of curricular development the first step is:
(a) The selection of method of teaching
(b) The determination of aim
(c) The selection of curricular content
(d) The selection of the modes of evaluation
81. Because of the curricular objectives
(a) Teachers and students become aware of their performance
(b) National demands are fulfilled
(c) Ideological foundations are stabilized
(d) All of the above
82. Which of the following points must be considered while determining the objectives of curriculum?
(a) Desires of the individual
(b) Psychological demands of the individual
(c) Social needs of the individual
(d) All of the above
83. Which of the question arises after determination of curricular aims?
(a) Which learning experiences will be included in curriculum
(b) Which subject will be included

- in the curriculum
- (c) Which co-curricular activities will be included in curriculum
(d) All of the above
84. The important aim of education in Pakistan is:
(a) To produce good Muslims
(b) Complete make understanding of Islam to individuals
(c) To promote ideology of Pakistan
(d) All of the above
85. The curricular content should:
(a) Cause cognitive development
(b) Have interests for the children
(c) Cause motivation in the student
(d) All of the above
86. Which of the following should be considered while selecting the content?
(a) Psychological demands of the students
(b) Mental capabilities of the students
(c) Interests of the students
(d) All of the above
87. The curricular content should be
(a) Linked with life
(b) Utility-oriented
(c) Reliable
(d) All of the above
88. Which of the following question arises out of the selection of curricular content?
(a) How it will be transmitted to the students
(b) How it will help in getting the aims of curriculum
(c) How it will be harmonized with the local traditions
(d) None of the above
89. A teacher should select the teaching methods that are:
(a) Conformed to the cognitive ability of the students
(b) Conformed to the nature of the

- content
- (c) Conformed to the national ideology
(d) All of the above
90. A teacher should know:
(a) The psychological needs of the students
(b) The use of various methods of teaching
(c) The use of audio-visual aids
(d) All of the above
91. In the process of curricular evaluation:
(a) There is no role of a teacher
(b) Commentary on examination system is useless
(c) Performance of all the elements of curriculum is assessed
(d) Aims of education are not given importance
92. For conducting curricular evaluation:
(a) Formal methods are adopted
(b) Informal methods are adopted
(c) Formal and Informal methods are adopted
(d) None of the above
93. Examinations are linked with
(a) Formal evaluation
(b) Informal evaluation
(c) Non-formal evaluation
(d) Both (a) and (b)
94. Which of the following is the main cause of the failure in the accomplishment of curricular objectives?
(a) Ineffective method of teaching
(b) Boring and dull content
(c) Difficulty level of content higher than mental level
(d) All of the above
95. Curricular evaluation gives us the:
(a) Knowledge of the abilities of the students
(b) Opportunity to modify the curriculum
(c) Opportunity to evaluate the performance of the teachers

96. Which of the following plays an important role in the fulfilment of curriculum?
- Objectives
 - Objectives and content
 - Objectives, content and methodology
 - Objectives, content, methodology and evaluation
97. Due to the mutual integration of the elements of curriculum.
- Aims of education change
 - The process of curriculum becomes effective
 - The process of learning halts
 - Workload of the teacher decreases
98. The four elements of curriculum:
- Play equal role in the accomplishment of curriculum
 - Do not play equal role in accomplishment of curriculum
 - Influence each other
 - Both (a) and (b)
99. During the determination of the curricular objectives:
- Social needs are primarily considered
 - Social values are primarily considered
 - Now emerging social needs are primarily considered
 - All of the above
100. Which of the following factor should be kept in determination of aims of education?
- Activities of the students
 - Individual differences of the students
 - Developmental needs of the students
 - All of the above
101. Curricular content and its related activities are linked with.
- Social needs

- Psychological needs
 - Ideological needs
 - All of the above
102. If the method of teaching is effective
- The effects of teaching will be satisfactory
 - Accomplishment of instructional objectives will become possible
 - The effect of educative process will be permanent
 - All of the above
103. If the curricular objectives are being achieved, we will say that.
- The curriculum is effective
 - The method of teaching is effective
 - Education is effective
 - Evaluation is effective
104. The process of curriculum is:
- Dynamic
 - Traditional
 - Not flexible
 - Not dynamic
105. Good curriculum helps the students in facing the
- Social problems
 - Moral problems
 - Cultural problems
 - All of the above
106. Good curriculum conforms to the
- Calendar age of the students
 - Mental age of the students
 - Needs of the students
 - All of the above
107. A good curriculum is:
- Comprehensive
 - Student-oriented
 - Individual differences-oriented
 - All of the above
108. Curriculum should:
- Reflect the national aims
 - Be harmonized with national ideology
 - Develop the personality of the students
 - All of the above

109. Educational evaluation enables a student to know:
- What does he know and what does not
 - Which concepts does he know and which does not
 - At which level of excellence does he stand
 - All of the above
110. Educational evaluation:
- Is linked with aims of education
 - Analyses the performance of the educative process
 - Guides the process of curriculum modification
 - All of the above
111. The process of educational evaluation is important because:
- It motivates the students for education
 - It motivates the students for learning
 - It creates a sense of competition among the students
 - All of the above
112. Through the process of educational evaluation the educationist:
- Rearrange the instructional content
 - Rearrange the methods of teaching
 - Rearrange instructional content and methods of teaching
 - None of the above
113. Findings of evaluation are used for which of the following type of research:
- Basic research
 - Applied research
 - Practical research
 - All of the above
114. Measurement is a dimension of:
- Educational evaluation
 - Learning
 - Method of teaching
 - Attitude

115. Educational evaluation helps in:
- Assessing the behavioral changes in the students
 - Identifying the instructional errors of the teacher
 - Assessing the performance of the students
 - All of the above
116. To assess the effectiveness of teaching, a teacher keeps an eye on
- The class-room activities of the students
 - The attention of the students
 - The understanding level of the students
 - All of the above
117. Which of the following trait is not concerned with measurement?
- Comparison
 - Quantity
 - Standard
 - Number
118. The process of curriculum development is continuous and:
- Whirling
 - Contra
 - Informative
 - None of the above
119. Who said that curriculum consists of four elements?
- Lunwell
 - Mead
 - Keer
 - Taba
120. Evaluation is
- A continuous process
 - Limited process
 - Not an applied process
 - Whirling process
121. Educational evaluation is a process by which
- A teacher can assess his teaching
 - A student can assess his performance
 - A teacher and a student can assess their performance
 - A head teacher can assess his teaching
122. Measurement is a
- Quantitative aspect of

- evaluation aspect of evaluation
- (b) Standardized aspect of evaluation
- (c) Quantitative and standardized aspect of evaluation
- (d) None of the above
123. Which of the following is a conduct by which a teacher assesses the level of understanding, interest and attention of the children?
- (a) Evaluation
- (b) Measurement
- (c) Assessment
- (d) Examination
124. A test
- (a) Is a combination of statements
- (b) Can be a written or an oral form
- (c) Evaluates the traits of the students
- (d) All of the above
125. _____ of Education defines "Curriculum as all the experiences a pupil has under the guidance of the school"
- (a) Blond's Encyclopedia (1969)
- (b) Alberty A.
- (c) F. Bobbit
- (d) None of these
126. It is desirable to insure that the interests, ideas, needs and planning of children are utilized in curriculum:
- (a) Formation (b) Contribution
- (c) Development
- (d) Training
127. The word curriculum is derived from the word
- (a) Currere (b) Curreru
- (c) Currereae (d) Currare
128. Currere means
- (a) Play (b) School
- (c) Run (d) None of them
129. What is the main object of curriculum?
- (a) Helps in the acquisition of aims of education
- (b) Helps the students

- (c) Leads to the destination of life
- (d) All of the above
130. Each board either commissions a panel of authors for writing the manuscript or invites the manuscripts through
- (a) Bids
- (b) Open Competitions
- (c) Different Schemes
- (d) None of these
131. The first responsibility of the school staff is to formulate the purposes the school hopes to serve in the lives of
- (a) Teachers (b) Members
- (c) Children (d) All of these
132. It is desirable to ensure that the interests, ideas, needs and planning of children are utilized in curriculum
- (a) Formation (b) Contribution
- (c) Development
- (d) Training
133. There were how many colleges in Pakistan at the time of partition in 1947:
- (a) 52 (b) 40
- (c) 36 (d) 28
134. There were how many Universities in Pakistan at the time of partition in 1947:
- (a) 2 (b) 4
- (c) 6 (d) 8
135. Warren Hastings was the first Governor-General of India, who had a working for Bengali and
- (a) English (b) Hindi
- (c) Persian (d) Arabic
136. Which curriculum is usually caught between the changing demands of progress and the inertia of tradition?
- (a) Introductory curriculum
- (b) School curriculum
- (c) College curriculum
- (d) University curriculum
137. It is essential that the objectives of a school curriculum be determined clearly as a logical prerequisite to

- intelligent curriculum
- (a) Planning (b) Development
- (c) Progress (d) Training
138. The curriculum of the school programme is called:
- (a) Base (b) Heart
- (c) Element (d) Part
139. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is:
- (a) Adopted (b) Introduced
- (c) Developed
- (d) Presented
140. Which curriculum has been in a state of flux all over the world?
- (a) Education Curriculum
- (b) School Curriculum
- (c) College Curriculum
- (d) University Curriculum
141. Education is a threefold process of imparting knowledge, developing skills and
- (a) Inculcating interests
- (b) Inculcating proper
- (c) Inculcating proper attitudes and values
- (d) Inculcating attitudes and values
142. Which is the national language of Pakistan?
- (a) Punjabi (b) Sindhi
- (c) English (d) Urdu
143. The curriculum cannot be separated from teaching:
- (a) Habits (b) Guidance
- (c) Development
- (d) Methodology
144. When Charles Grant raised his voice to make English the supreme language of administration to develop better understanding between the ruled and the ruler?
- (a) 1892 (b) 1782
- (c) 1772 (d) 1792
145. Who said, "A single shelf of a good

- European library was worth the whole native literature of India and Arabia"
- (a) Lord Macaulay
- (b) Charles Grant
- (c) Lord Curzon
- (d) Warren Hastings
146. When the Indian Education Commission found the curriculum of schools "too academic, narrow, college preparatory, and examination ridden"
- (a) 1876 (b) 1880
- (c) 1882 (d) 1885
147. The manuscripts are edited by the Provincial Textbook Boards and sent to the Federal Ministry of Education for seeking approval for their
- (a) Binding (b) Copying
- (c) Editing (d) Publication
148. At the secondary stage, diversifications takes place and the students opt for either Science Group or
- (a) General Group
- (b) Mathematical Group
- (c) English Group
- (d) Urdu Group
149. The writing and publishing of textbooks is the responsibility of the Provincial Textbook
- (a) Boards (b) Bureaus
- (c) Corporations
- (d) Centres
150. The curriculum should utilize both long-run and:
- (a) Flexible planning
- (b) Day-to-day planning
- (c) Changing planning
- (d) Strict planning
151. Full-fledged institutes of Education were established at the universities to lay down the basis for continuous:
- (a) Research (b) Education
- (c) Training (d) Study
152. In order to provide an up-to-date

- information and data regarding various aspects of education, who established a Central Bureau of Education?
- (a) Central Government
(b) Provincial Government
(c) Ministry of Education
(d) National Commission
153. In the provinces, Education were attached to the.
- (a) Education Departments
(b) National Councils
(c) Provincial Governments
(d) Local Authorities
154. There are how many working weeks in a year at primary and secondary levels?
- (a) 35 (b) 34
(c) 36 (d) 27
155. When the pattern of curriculum which is being followed today in our universities was proposed by the Calcutta University Commission?
- (a) 1935 (b) 1928
(c) 1925 (d) 1919
156. Punjab University located in which city of Punjab?
- (a) Lahore (b) Multan
(c) Rawalpindi
(d) Faisalabad
157. Which education was separated from the Universities and Boards of Intermediate and Secondary Education were established?
- (a) Physical Education
(b) Technical Education
(c) Secondary Education
(d) Intermediate Education
158. In case of Federal Universities, who is the Chancellor?
- (a) Prime Minister
(b) Chairman Senate
(c) President
(d) Speaker National Assembly
159. Which additional facilities were provided to the universities to

strengthen their teaching programmes?

- (a) Training (b) Physical
(c) Research (d) Technical
160. Which teachers were given ample opportunities for studies abroad?
- (a) University
(b) College
(c) Secondary School
(d) Technical
161. The Vice Chancellor shall be appointed by the:
- (a) President (b) Prime Minister
(c) Governor (d) Chief Minister
162. By whom approval, the curriculum is published and distributed amongst the universities and colleges for adoption?
- (a) Vice Chancellor's Committee
(b) National Curriculum Revision Committee
(c) National Academy of Higher Education
(d) Task Group Committee
163. When University Grants Commission (a federal level body) was established in Islamabad (Now HEC)?
- (a) 1968 (b) 1972
(c) 1974 (d) 1973
164. The teacher training institutions were improved both in terms of equipment and:
- (a) Building (b) Staff
(c) Funds (d) Training
165. Allama Iqbal Open University main campus located in which city of Pakistan?
- (a) Islamabad
(b) Lahore
(c) Multan (d) Karachi
166. When the federal funding of the universities was introduced and recurring budget is also allocated to the universities from the federal budget of education?
- (a) 1976 (b) 1972
(c) 1980 (d) 1973

167. The University Grants Commission is headed by a chairman, and assisted by the whole-time member, honorary member, ex-officio member, advisers and (now HEC Higher Education Commission).
- (a) Trainers (b) Managers
(c) Directors (d) Lawyers
168. In the absence of the Chancellor, who shall preside at the Convocation of the University?
- (a) Governor
(b) Chief Minister
(c) Vice Chancellor
(d) Any Director
169. Audio-visual aids were provided in collaboration with:
- (a) World Bank
(b) UNESCO
(c) Central Government
(d) IMF
170. Medium of instruction at primary level in Pakistan is.
- (a) Urdu/English
(b) Urdu/Provincial Language
(c) English/Provincial Language
(d) Urdu
171. Medium of instruction at higher secondary and university level is:
- (a) Urdu/Provincial Language
(b) Urdu
(c) Urdu/English
(d) English
172. Lecturer in Education Department posted against which pay scale:
- (a) 15 (b) 16
(c) 18 (d) 17
173. At which level, diversification of curriculum was undertaken?
- (a) Early school level
(b) Primary school level
(c) Secondary school level
(d) Middle school level
174. There were how many distinguished features of the new secondary school curriculum?

- (a) 2 (b) 3
(c) 4 (d) 5
175. The main feature of the new secondary school curriculum was a new orientation towards which subject?
- (a) English (b) Urdu
(c) Mathematics
(d) Science
176. At secondary school level, much emphasis was given to Islamic studies and:
- (a) Religious Education
(b) Pakistan Studies
(c) Social Studies
(d) English
177. In which year Pakistan Government entrusted the responsibility of the revision of curricula of B.A., B.Sc and M.A. M.Sc level courses to the university grants commission and national academy of higher education?
- (a) 1972 (b) 1976
(c) 1974 (d) 1978
178. The UGC HEC has started in-service pre-service training programme for:
- (a) Teachers (b) Advisers
(c) Member (d) Students
179. How many aspects of vertical organization of the curriculum deserve attention?
- (a) 4 (b) 2
(c) 3 (d) 5
180. How many aspects of vertical organization of the curriculum deserve attention Madrasahs and Maktabas which constitute a specialized system of education in our:
- (a) Religion (b) Traditions
(c) Province (d) Country
181. Who initiated a programme for improvement of the institutions and revision of the syllabi?

182. Commission on National Education in its broadest sense, includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school:
 (a) Syllabus (b) Learning
 (c) Curriculum
 (d) None of these
183. Which of the following is the main cause of the failure in the accomplishment of curricular objectives?
 (a) Ineffective method of teaching
 (b) Boring and dull content
 (c) Difficulty level of content higher than mental level
 (d) All of the above
184. Curricular evaluation gives us the:
 (a) Knowledge of the abilities of the students
 (b) Opportunity to modify the curriculum
 (c) Opportunity to evaluate the performance of the teachers
 (d) All of the above
185. Curricular content and its related activities are linked with.
 (a) Social needs
 (b) Psychological needs
 (c) Ideological needs
 (d) All of the above
186. The curriculum in the secondary schools in British India should have been formulated to meet the socio-needs of the local
 (a) Development
 (b) Progressive
 (c) Independent
 (d) Economic
187. The student
 (a) Do not respond without a

- stimulus
 (b) Fulfill the expectations of a nation
 (c) Are the significant element of education
 (d) All of the above
188. Whenever the curricula are received and redesigned for Secondary Schools and Higher Secondary Schools, the National Bureau of Curriculum & Textbooks constitutes National Committees for subjects:
 (a) Basic (b) Secondary
 (c) Collective (d) Individual
189. Importance was also given to the improvement of Madrasahs and Maktabas which constitute specialized system of education in our:
 (a) Religion (b) Traditions
 (c) Province (d) Country
190. A resolution was adopted by the parliament, which became the 45 section in the charter.
 (a) 1833 (b) 1813
 (c) 1835 (d) 1819
191. In order to classifying school administrative purposes government, local and others; they were categorized according to the medium of instruction used and curriculum taught. These were:
 (a) 2 (b) 3
 (c) 4 (d) 5
192. What does IEP stand for?
 (a) Inadequate Educational Progress
 (b) Individualized Education Plan
 (c) Innovative Educational Practices
 (d) Improve Education Pronto
193. According to "Curriculum embodies all the experiences which are offered to learners under the auspices or direction of the school"
 (a) Alberty A (b) F. Bobbit
 (c) R. Doll

- (d) None of these
194. Federal Curriculum Committee consists of:
 (a) Member of the Provincial Committee
 (b) Representative of the Curriculum Wing, Ministry of Education
 (c) Both (a) and (b)
 (d) None of these
195. The curriculum of educational institutions in any reflects the need and aspirations of the people at large:
 (a) Town (b) Province
 (c) Country (d) Continent
196. Islamic Studies was made a compulsory subject for Classes I-VIII and _____ subjects in Class IX-X:
 (a) Basic (b) Elective
 (c) Optional
 (d) None of these
197. Religious instruction was made compulsory even in Christian schools for _____ children:
 (a) Christian (b) Muslim
 (c) Hindu (d) Non-Muslim
198. Which curriculum has been in a state of flux all over the world?
 (a) Education Curriculum
 (b) School Curriculum
 (c) College Curriculum
 (d) University Curriculum
199. The Despatch of _____ was not very specific about the subjects to be taught in secondary schools
 (a) 1848 (b) 1858
 (c) 1852 (d) 1864
200. The UGC has started in service pre-service training programme for _____ of Degree College and universities in the Academy of Higher Education:
 (a) Teachers (b) Advisers
 (c) Members (d) Students
201. The teacher training institutions were improved both in terms of equipment

- and
 (a) Building (b) Staff
 (c) Funds (d) Training
202. A number of schools were started in each province to act as prototype to demonstrate new teaching methods and approaches under the revised curriculum
 (a) Maktab (b) Presidential
 (c) Pilot (d) Training
203. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the leader
 (a) Bold (b) Experienced
 (c) Creative
 (d) Administrative
204. The nature of the _____ should be determined both by the demands of contemporary society and by the needs of individuals:
 (a) Curriculum
 (b) Study
 (c) Examination
 (d) None of these
205. Liberal scholarships were awarded to talented and deserving _____ for giving them more and better chances for further education:
 (a) Students (b) Teachers
 (c) Staff (d) Professors
206. The curriculum should never be considered finished product or a plan:
 (a) Basic (b) First
 (c) Coming (d) Final
207. With the leadership of the principal and others, the staff should examine the programme:
 (a) Independently
 (b) Continuously
 (c) Monthly (d) Annually
208. Change for the sake of change is desirable:
 (a) Seldom (b) Utmost
 (c) Not (d) Also

209. The school curriculum especially provided for developing fundamental skills through different kinds of activity, including artwork, crafts, manual labour, and out of school expeditions, etc.

- (a) Early (b) Middle
(c) Primary (d) Islamic

210. The universities were encouraged to organize seminar, tutorials and meetings in summer vacations in order to provide university teachers with opportunities to exchange views with their counterparts in other:

- (a) Countries (b) Academics
(c) Universities
(d) None of these

211. The new curriculum provided for a core of compulsory subjects and a wide range of electives to allow _____ a choice in accordance with their aptitudes and abilities:

- (a) Advisors (b) Students
(c) Teachers (d) All of these

212. Evaluating (investigating) the behavior of human being, curriculum developers, therefore, can draw upon psychology, particularly educational psychology, for at least five areas of information:

- (a) Education objectives
(b) Student characteristics
(c) Learning process
(d) All of the above

213. _____ provides systematic procedure for analyzing issues and problems and making decisions on critical points of curriculum development:

- (a) Sociology
(b) Anthropology
(c) Geography
(d) Philosophy

214. Philosophical work can aid curriculum development in many ways but it is particularly useful in helping us to understand:

- (a) Nature of educational objectives
(b) The structure or inter-relationship of the objectives
(c) Nature of curriculum activities
(d) All of the above

215. The Vice Chancellor shall hold office for _____ years from the date of the notification of his appointment and on the expiry of his term of office shall be eligible for reappointment:

- (a) 2 (b) 4
(c) 3 (d) 5

216. A programme for production of guidebooks for teachers in _____ subjects was initiated:

- (a) Various (b) English
(c) Urdu (d) Religious

217. For the teaching of _____ a number of programmes for teacher training were organized by the Agriculture Universities and Colleges, and even the Rural Development Academy.

- (a) Geology (b) Agriculture
(c) Forestry (d) Horticulture

218. The Education Extension Centres also organized a number of _____ courses:

- (a) Long-term (b) Mid-term
(c) Short-term (d) All of these

219. The important achievement was initiation of short-term classes; in the polytechnics and other technical institutions:

- (a) Morning (b) Afternoon
(c) Evening (d) Sunday

220. In order to transform universities from mere examining bodies to teaching and research organizations as suggested by the National Commission, specific measures were undertaken by the:

- (a) Research Councils
(b) National Councils
(c) Government
(d) All of these

221. The curriculum should be organized in terms of what is known about the process:

- (a) Learning (b) Progressive
(c) Training
(d) Experimental

222. _____ in its broadest sense includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school:

- (a) Syllabus (b) Learning
(c) Curriculum
(d) None of these

223. In the words of _____, the school curriculum becomes what it is in any school at any given moment because of social setting; the ideals and commitment of individuals; and the skill, understanding and strategy of those concerned with change

- (a) Herbert
(b) Kimball Wiles
(c) Charles Beek
(d) None of these

224. A number of scientific departments and laboratories were established the Central Govt. and _____ such as Geological Survey, Meteorological Department, Geophysics Institute and others:

- (a) Local Councils
(b) Public Departments
(c) Provincial Governments
(d) Rural Councils

225. There were National Committees for advising the _____ on scientific development in various fields:

- (a) Institutions
(b) Government
(c) Organizations
(d) Universities

226. _____ the curricular and co-curricular trends in our institutions i.e. the courses of study:

- (a) Curriculum (b) Learning
(c) Activities (d) Syllabus

227. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the leader.

- (a) Bold
(b) Experienced
(c) Creative
(d) Administrative

228. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is.

- (a) Adopted (b) Introduced
(c) Developed (d) Presented

229. The curriculum of the school is the determining factor in the _____ of the school.

- (a) Progress (b) Making
(c) Staff
(d) Organization

230. The curriculum should be formulated on _____ basis:

- (a) Strict
(b) Cooperative
(c) Changing (d) Simple

Answers

1	(a)	2	(a)	3	(d)	4	(c)	5	(c)
6	(b)	7	(b)	8	(h)	9	(a)	10	(b)
11	(a)	12	(a)	13	(g)	14	(b)	15	(d)
16	(b)	17	(b)	18	(a)	19	(a)	20	(i)
21	(f)	22	(e)	23	(g)	24	(d)	25	(d)
26	(d)	27	(d)	28	(d)	29	(d)	30	(d)

31.	(c)	32.	(g)	33.	(e)	34.	(d)	35.	
36.	(d)	37.	(g)	38.	(g)	39.	(e)	40.	
41.	(f)	42.	(g)	43.	(e)	44.	(f)	45.	
46.	(h)	47.	(e)	48.	(e)	49.	(e)	50.	
51.	(e)	52.	(d)	53.	(d)	54.	(a)	55.	
56.	(d)	57.	(b)	58.	(d)	59.	(e)	60.	
61.	(a)	62.	(b)	63.	(d)	64.	(b)	65.	
66.	(d)	67.	(d)	68.	(d)	69.	(e)	70.	
71.	(c)	72.	(b)	73.	(d)	74.	(a)	75.	
76.	(d)	77.	(d)	78.	(d)	79.	(d)	80.	
81.	(d)	82.	(d)	83.	(d)	84.	(d)	85.	
86.	(d)	87.	(d)	88.	(a)	89.	(d)	90.	
91.	(c)	92.	(c)	93.	(a)	94.	(d)	95.	
96.	(d)	97.	(b)	98.	(d)	99.	(d)	100.	
101.	(d)	102.	(d)	103.	(a)	104.	(a)	105.	
106.	(d)	107.	(d)	108.	(d)	109.	(d)	110.	
111.	(d)	112.	(c)	113.	(d)	114.	(a)	115.	
116.	(c)	117.	(c)	118.	(a)	119.	(b)	120.	
121.	(c)	122.	(c)	123.	(c)	124.	(d)	125.	
126.	(c)	127.	(a)	128.	(c)	129.	(d)	130.	
131.	(c)	132.	(c)	133.	(b)	134.	(a)	135.	
136.	(b)	137.	(a)	138.	(b)	139.	(c)	140.	
141.	(c)	142.	(d)	143.	(d)	144.	(d)	145.	
146.	(c)	147.	(d)	148.	(a)	149.	(a)	150.	
151.	(a)	152.	(c)	153.	(a)	154.	(a)	155.	
156.	(a)	157.	(d)	158.	(c)	159.	(b)	160.	
161.	(d)	162.	(a)	163.	(c)	164.	(b)	165.	
166.	(b)	167.	(c)	168.	(c)	169.	(b)	170.	
171.	(c)	172.	(d)	173.	(c)	174.	(a)	175.	
176.	(a)	177.	(b)	178.	(a)	179.	(b)	180.	
181.	(a)	182.	(c)	183.	(d)	184.	(d)	185.	
186.	(d)	187.	(d)	188.	(d)	189.	(d)	190.	
191.	(c)	192.	(b)	193.	(c)	194.	(c)	195.	
196.	(c)	197.	(b)	198.	(a)	199.	(d)	200.	
201.	(b)	202.	(c)	203.	(d)	204.	(a)	205.	
206.	(d)	207.	(b)	208.	(a)	209.	(c)	210.	
211.	(b)	212.	(d)	213.	(d)	214.	(d)	215.	
216.	(a)	217.	(b)	218.	(c)	219.	(c)	220.	
221.	(a)	222.	(c)	223.	(b)	224.	(c)	225.	
226.	(a)	227.	(d)	228.	(c)	229.	(d)	230.	

For further studies see our book "Khazina-e-Taleem" by Dr. Rashid Ahmad Shibli

Curriculum - MCQs - II

Write the correct answer:

- What is Curriculum?
(a)✓ Overall activities of an Institution
(b) Objectivity
(c) Classroom (d) Affective
- Important factor of curriculum is to help to achieve the:
(a)✓ Objectivity (b) Classroom
(c) Affective (d) Students
- Responsible for the curriculum planning and development Pakistan is
(a) Objectivity
(b)✓ Curriculum wing
(c) Affective (d) Students
- Which domain of objectives is not being evaluated through our present system of examination?
(a) Objectivity (b) Classroom
(c)✓ Affective (d) Students
- Which of the following is the nature of curriculum?
(a) Conservative
(b) Critical
(c) Creative (d)✓ All of these
- Curriculum provides guidance for:
(a)✓ Student (b) School
(c) Parents (d) Teacher
- Syllabus is a part of:
(a) Student (b) School
(c) Parents (d)✓ Curriculum
- Benefits AV Aids are that they?
(a) Create interest
(b) Reduce verbalization
(c) Stimulate self activity
(d)✓ All of the above
- Curriculum presents instructional material is stated by
(a)✓ Smith (b) Wheller
(c) Jack Kerr
(d) None of these
- Relationship of subjects at different level is called:
(a) Centralization
(b) De centralization
(c) Horizontal organization
(d)✓ Vertical organization
- An outline of the topics of a subject to be covered in specific time is called
(a) Curriculum
(b) Course
(c)✓ Syllabus
(d) None of these
- Curriculum organization used for different concepts at the same class is
(a) Vertical (b)✓ Horizontal
(c) Logical (d) None of these
- The category of Audio Visual Aids is
(a) Radio (b) Television
(c) Tape recorder
(d)✓ All of these
- Major concern of curriculum is
(a) Personal satisfaction
(b)✓ Change in individuals behavior
(c) Preparation for service
(d) None of these
- The importance of curriculum in the system of education is just like a.
(a)✓ Constitution in a country
(b) Provision of latest knowledge
(c) Preparation of students for service
(d) None
- Curriculum is supposed to.
(a) Achieve the objectives
(b) Be organized by the school
(c)✓ (a) & (b)
(d) None of these
- Curriculum reflects the culture of.
(a)✓ Society (b) Home
(c) School (d) Area
- The outline of the contents is
(a) Course (b)✓ Syllabus
(c) Programme
(d) All of the above
- Component of curriculum is
(a) Evaluation
(b) Objectives
(c) Teaching strategies
(d)✓ All of the above

20. Models of curriculum presently being used at any stage in Pakistan is:
 (a) Activity (b) Subject
 (c) Integrated
 (d)✓ All of the above
21. The selection of the particular design is influenced by:
 (a) Types (b) Elements
 (c)✓ Foundation
 (d) Principle
22. Intelligence level of gifted student is:
 (a)✓ 140 and above
 (b) 110
 (c) 90 (d) None of these
23. The scope of curriculum includes:
 (a) Programme of studies
 (b) Programme of Activities
 (c) Programme of Guidance
 (d)✓ All of the above
24. The concise Oxford Dictionary defines curriculum as a:
 (a) Course of learning
 (b)✓ Chariot race course
 (c) Course of study
 (d) None of these
25. The model of curriculum could not move above elementary stage is:
 (a) Core curriculum
 (b)✓ Activity curriculum
 (c) Subject curriculum
 (d) None of these
26. Detailed contents of the subjects for a class are called:
 (a)✓ Course (b) Behavior
 (c) Design
 (d) Logical sequence
27. A curriculum is the sum total of a school efforts to influence a child:
 (a) Course (b)✓ Behavior
 (c) Design
 (d) Logical sequence
28. Percentage of knowledge gained through observation is:
 (a)✓ 75% (b) 50%
 (c) 34% (d) None of these
29. The base on which the subject activities and experience are planned is called:
 (a) Course (b) Behavior

- (c)✓ Design
 (d) Logical sequence
30. Keeping in view the types of students in a class are generally grouped as:
 (a) Average
 (b) Below average
 (c) Above average
 (d)✓ All of the above
31. Logical order of content organization is to arrange the content according to:
 (a) Course (b) Behavior
 (c) Design
 (d)✓ Logical sequence
32. Summative evaluation takes place:
 (a) In the beginning
 (b)✓ At the end
 (c) In the middle
 (d) None of these
33. Without suitable curriculum, aims of education
 (a) Can be achieved
 (b)✓ Cannot be achieved
 (c) Can be changed
 (d) None of these
34. How many basic components of curriculum have?
 (a) 2 (b)✓ 4
 (c) 6 (d) 8
35. Curriculum development refers to the total process of curriculum:
 (a) Designing
 (b) Implementing
 (c) Evaluating
 (d)✓ All of the above
36. Which one is not the component of the curriculum?
 (a)✓ Design (b) Evaluation
 (c) Curriculum design
 (d) Abilities
37. Effectiveness of curriculum is determined by:
 (a) Design (b)✓ Evaluation
 (c) Curriculum design
 (d) Abilities
38. The arrangement of the elements of curriculum can be defined as:
 (a) Design (b) Evaluation
 (c)✓ Curriculum design
 (d) Abilities

39. The term "core curriculum" is sometimes simply called:
 (a)✓ Core (b) Code
 (c) Cope (d) None of these
40. The method used to evaluate the curriculum is:
 (a) Formative Evaluation
 (b) Summative Evaluation
 (c) Diagnostic Evaluation
 (d)✓ All of the above
41. On way of finding out, what is going on in a class room is:
 (a)✓ Observation
 (b) Education psychology
 (c) Foundation of curriculum
 (d) It is the purpose of life
42. When, what, why and How, to teach is the main task of:
 (a) Observation
 (b)✓ Education psychology
 (c) Foundation of curriculum
 (d) It is the purpose of life
43. The forces that effect the development of curriculum are called:
 (a) Observation
 (b) Education psychology
 (c)✓ Foundation of curriculum
 (d) It is the purpose of life
44. Philosophy and curriculum are concerned with the question of what:
 (a) Observation
 (b) Education psychology
 (c) Foundation of curriculum
 (d)✓ It is the purpose of life
45. Philosophical foundation of curriculum is concerned with:
 (a)✓ Ideas
 (b) Psychological foundation
 (c) Society (d) Content
46. Student needs and interests are important in:
 (a) Ideas
 (b)✓ Psychological foundation
 (c) Society (d) Content
47. Sociological foundations are concerned with:
 (a) Ideas
 (b) Psychological foundation
 (c)✓ Society (d) Content

48. Subject centered designs revolve around:
 (a) Ideas
 (b) Psychological foundation
 (c) Society (d)✓ Content
49. Nature of elements of curriculum and pattern of their organization is:
 (a)✓ Curriculum design
 (b) Foundation of curriculum
 (c) Curriculum evaluation
 (d) Elements of curriculum
50. A frame work of action for preparing a curriculum is:
 (a)✓ Curriculum design
 (b) Foundation of curriculum
 (c) Curriculum evaluation
 (d) Elements of curriculum
51. Knowledge is compartmentalized in:
 (a)✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
52. Prior planning is characteristic of:
 (a)✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
53. Explanatory methods are used in:
 (a)✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
54. Broad field curriculum is a modification of:
 (a)✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
55. Rote learning is a demerit of:
 (a)✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these
56. Teacher training is less emphasized in:
 (a)✓ Subject centered curriculum
 (b) Learner centered curriculum
 (c) Activity centered curriculum
 (d) None of these

57. Curriculum based on thinking of John Dewey is
(a) Subject centered curriculum
(b) Learner centered curriculum
(c)✓ Activity centered curriculum
(d) None of these
58. Prior planning is not possible in:
(a)✓ Activity centered curriculum
(b) Integrated curriculum
(c) Decrease in number of books
(d) Horizontal organization
59. Curriculum emphasized for primary classes is:
(a) Activity centered curriculum
(b)✓ Integrated curriculum
(c) Decrease in number of books
(d) Horizontal organization
60. The purpose of integrated curriculum is:
(a) Activity centered curriculum
(b) Integrated curriculum
(c)✓ Decrease in number of books
(d) Horizontal organization
61. The relationship of different concepts at one level is:
(a) Activity centered curriculum
(b) Integrated curriculum
(c) Decrease in number of books
(d)✓ Horizontal organization
62. Which is not concerned with teacher training?
(a)✓ BISE
(b) University of Education
(c) IIR (d) DSD
63. Secondary Classes Examinations are conducted by:
(a)✓ BISE
(b) University of Education
(c) IIR (d) DSD
64. University of Education was established in
(a) 2002 (b) 2000
(c) 1998 (d) 1992
65. Allama Iqbal Open University was established in
(a) 2002 (b)✓ 1974
(c) 1998 (d) 1992
66. The system of distance education is

- (a) University of Education
(c)✓ Allama Iqbal Open University
(d) None of these
67. The major function of Punjab Book Board
(a)✓ Printing books
(b) Examination
(c) Evaluation
(d) None of these
68. Making value judgment curriculum is:
(a)✓ Curriculum evaluation
(b) Objectives
(c) I.Q
(d) Educational institution
69. The most important component of lesson plan is:
(a) Curriculum evaluation
(b)✓ Objectives
(c) I.Q
(d) Educational institution
70. To select subject matter, one should consider student:
(a) Curriculum evaluation
(b) Objectives
(c)✓ I.Q
(d) Educational institution
71. The implementer for curriculum is
(a) Curriculum evaluation
(b) Objectives
(c) I.Q
(d)✓ Educational institution
72. The source of achieving objectives is:
(a) Curriculum evaluation
(b) Objectives
(c) I.Q (d)✓ Action

Item Development (Study Material)

Definition: The term item is used as shorthand for questions on the test. Item development can proceed only when a clearly agreed upon set of objectives is available. In as large an extent as possible, an item should measure only a single objective. Each objective, however, should be measured by one or several items, depending on the test specifications.

In order to create fair, valid and reliable assessments, it is important to use high-quality items. An assessment is only as good as each item on it.

ETS items are of high quality because they:

- (a) go through rigorous content and editorial reviews
- (b) are built for or aligned to state standards
- (c) are developed by ETS's experienced staff of assessment specialists
- (d) contain accurate content that reflects current teaching practice
- (e) adhere to the principles of good item writing as defined by industry standards
- (f) measure a range of cognitive levels
- (g) vary in difficulty
- (h) reflect the ETS commitment to quality in assessment and item creation

How Tests and Test Questions are developed?

ETS develops assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers. We understand that creating a fair, valid and reliable test is a complex process that involves multiple checks and balances.

That's why dozens of professionals — including test specialists, test reviewers, editors, teachers and specialists in the subject or skill being tested — are involved in developing every test question, or "test item." And it's why all questions (or "items") are put through multiple, rigorous reviews and meet the highest standards for quality and fairness in the testing industry.

To help you further understand our process, here's an overview of the key steps ETS takes when developing a new test.

Step 1: Defining Objectives

Educators, licensing boards or professional associations identify a need to measure certain skills or knowledge. Once a decision is made to develop a test to accommodate this need, test developers ask some fundamental questions:

- (a) Who will take the test and for what purpose?
- (b) What skills and/or areas of knowledge should be tested?
- (c) How should test takers be able to use their knowledge?
- (d) What kinds of questions should be included? How many of each kind?
- (f) How long should the test be?
- (g) How difficult should the test be?

Step 2: Item Development Committees

The answers for the questions in Step 1 are usually completed with the help of item development committees, which typically consist of educators and/or other professionals appointed by ETS with the guidance of the sponsoring agency or association. Responsibilities of these item development committees may include:

- (a) defining test objectives and specifications
- (b) helping ensure test questions are unbiased
- (c) determining test format (e.g., multiple-choice, essay, constructed-response, etc.)

- (d) considering supplemental test materials
- (e) reviewing test questions or test items, written by ETS staff
- (f) writing test questions

Step 3: Writing and Reviewing Questions

Each test question — written by ETS staff or item development committees — undergoes numerous reviews and revisions to ensure it is as clear as possible, that it has only one correct answer among the options provided on the test and that it conforms to the style rules used throughout the test. Scoring guides for open-ended responses, such as short written answers, essays and oral responses, go through similar reviews.

Step 4: The Pretest

After the questions have been written and reviewed, many are pretested with a sample group similar to the population to be tested. The results enable test developers to determine

- (a) the difficulty of each question
- (b) if questions are ambiguous or misleading
- (c) if questions should be revised or eliminated
- (d) if incorrect alternative answers should be revised or replaced

Step 5: Detecting and Removing Unfair Questions

To meet the stringent ETS Standards for Quality and Fairness (PDF) guidelines, trained reviewers must carefully inspect each individual test question, the test as a whole and any descriptive or preparatory materials to ensure that language, symbols, words, phrases and content perceived as sexist, racist or otherwise inappropriate or offensive to any subgroup of the test-taking population are eliminated.

ETS statisticians also can identify questions on which two groups of test takers who have demonstrated similar knowledge or skills perform differently on the test through a process called Differential Item Functioning (DIF). If one group performs consistently better than another on a particular question, that question receives additional scrutiny and may be deemed biased or unsatisfactory. Note: If people in different groups actually differ in their average levels of relevant knowledge or skills, a fair test question will reflect those differences.

Step 6: Assembling the Test

After the test is assembled, it is reviewed by other specialists, committee members and sometimes other outside experts. Each reviewer answers all questions independently and submits a list of correct answers to the test developers. The lists are compared with the ETS answer keys to verify that the intended answer is, indeed, the correct answer. Any discrepancies are resolved before the test is published.

Step 7: Making Sure — Even After the Test is Administered — that the Test Questions are Functioning Properly

Even after the test has been administered, statisticians and test developers review to make sure that test questions are working as intended. Before final scoring takes place, each question undergoes preliminary statistical analysis and results are reviewed question by question. If a problem is detected, such as the identification of a misleading answer to a question, corrective action, such as not scoring the question, is taken before final scoring and score reporting takes place.

Tests are also reviewed for reliability. Performance on one version of the test should be similar to performance on any other version of the test. If reliability is high, results will be similar, no matter which version a test taker completes.

Guidelines for Developing Test Items. The following are some guidelines that you should use for preparing test items.

1. Writing Multiple-Choice Test Items: The general rules used for writing multiple-choice items are described below. Recognize that these are general rules, not all rules will be applicable to all types of testing.

1. The stem should contain the problem and any qualifications. The entire stem must always precede the alternatives.
2. Each item should be as short and verbally uncomplicated as possible. Give as much context as is necessary to answer the question, but do not include superfluous information. Be careful not to make understanding the purpose of the item a test of reading ability.
3. Avoid negatively stated items. If you have to use this kind of item, emphasize the fact by underlining the negative part, putting it in capital letters or using italics. (For test construction purposes, if possible, put all such items together in a single section and indicate this with separate directions.)
4. Keep each item independent from other items. Don't give the answer away to another item. If items require computation, avoid items that are dependent on one another.
5. If one or more alternatives are partially correct, ask for the "best" answer.
6. Try to test a different point in each question. If creating item clones (i.e., items designed to measure the exact same aspect of the objective), be certain to sufficiently change the context, vocabulary, and order of alternatives so that students cannot recognize the two items as clones.
7. If an omission occurs in the stem, it should appear near the end of the stem and not at the beginning.
8. Use a logical sequence for alternatives (e.g., temporal sequence, length of the choice). If two alternatives are very similar (cognitively or visually), they should be placed next to one another to allow students to compare them more easily.
9. Make all incorrect alternatives (i.e., distractors) plausible and attractive. It is often useful to use popular misconceptions and frequent mistakes as distractors. In the foreign languages, item distractors should include only correct forms and vocabulary that actually exists in the language.
10. All alternatives should be homogeneous in content, form and grammatical structure.
11. Use only correct grammar in the stem and alternatives.
12. Make all alternatives grammatically consistent with the stem.
13. The length, explicitness and technical information in each alternative should be parallel so as not to give away the correct answer.
14. Use 4 or 5 alternatives in each item.
15. Avoid repeating words between the stem and key. It can be done, however, to make distractors more attractive.
16. Avoid wording directly from a reading passage or use of stereotyped phrasing in the key.
17. Alternatives should not overlap in meaning or be synonymous with one another.
18. Avoid terms such as "always" or "never," as they generally signal incorrect choices.
19. To test understanding of a term or concept, present the term in the stem followed by definitions or descriptions in the alternatives.

20. Avoid items based on personal opinions unless the opinion is qualified by evidence or a reference to the source of the opinion (e.g., According to the author of the passage).
21. Do not use "none of the above" as a last option when the correct answer is simply the best answer among the choices offered.
22. Try to avoid "all of the above" as a last option. If an examinee can eliminate all the other choices, this choice can be automatically laminated as well.

Item Development – MCQs

Write the correct answer:

- What is the meant by the term 'Item Development?' (ID) in education learning process?
 - Assessments that are of the highest quality
 - Accurately measure the necessary knowledge
 - Measure of skills
 - ☒ All of the above
- What are the essential needs of 'Item Development' to professional with regard to the enhancing educational standards by setting idea, paper style?
 - Professionals are involved in developing every test question
 - Professionals are involved in test items
 - ☒ (a) & (b)
 - None of these
- In the process of 'items development' what is the nature of defining objectives in some fundamental questions for developers.
 - Who will take the test and for what purpose?
 - What skills and/or areas of knowledge should be tested?
 - How should test takers be able to use their knowledge?
 - What kinds of questions should be included? How many of each kind?
 - How long should the test be?
 - How much should the test be?
 - ☒ All of the above
- In item development for professional task which type of body acting for the purpose?
 - Defining objective committee
 - ☒ Item development committee
 - (a) & (b)
 - None of these
- Item development committee consists of:
 - Educators
 - Professionals
 - Lawyers
 - Doctors
 - ☒ (a) & (b)
 - None of these
- What are the responsibilities of 'Item Development Committees'?
 - Defining test objectives and specifications
 - Helping ensure test questions are unbiased
 - Determining test format (e.g., multiple-choice, constructed-response, etc.)
 - Considering supplemental test materials
 - Reviewing test questions, or test items, written by ETS staff
 - Writing test questions
 - ☒ All of the above
- What is the process for the authenticity of questions set by item development committee?
 - Each test written by staff of item development committees - undergoes numerous reviews and revisions to ensure it is as clear as possible
 - That it has only one correct answer among the options provided on the test and that it

- conforms to the style rules used throughout the test
- Scoring guides for open-ended responses, such as short written answers, essays and oral responses, go through similar reviews
 - ☒ All of the above
- In test item the results enable test developers to determine:
- The difficulty of each question
 - If questions are ambiguous or misleading
 - If questions should be revised or eliminated
 - If incorrect alternative answers should be revised or replaced
 - ☒ All of the above
- Items Development can be scored objectively through.
- True / False
 - Matching
 - Multiple Choice Questions (MCQs)
 - ☒ All of the above
- General recommendations that apply to all kinds of test exercises in 'Item Development':
- Keep the test plan in view as test exercises are written. Items should be addressed to the cells in the blueprint / the test plan.
 - Draft the test items some time in advance, and then review them
 - Have test items examined and critiqued in, the light of the rules for writing items, by one or more colleagues.
 - ☒ All of the above
- What is the process of forming a test?
- ☒ Items after having written and selected they are organized in the form of a test.
 - To arranged different categories of questions
 - (a) & (b)
 - None of these

- In 'Item Development' what is meant by the term assembling a test?
- ☒ Items after having written and selected they are organized in the form of a test
 - To arranged different categories of questions
 - (a) & (b)
 - None of these
- In 'Item Development' what is meant by the term arranging items in the test?
- Items after having written and selected they are organized in the form of a test
 - To arranged different categories of questions
 - ☒ Items of the same format may be placed together. Each item type requires specific set of directions and a somewhat different mental set on the part of the examinee.
 - None of these
- In 'Item Development' what is meant by the term test instructions?
- ☒ The directions should be simple but complete.
 - Items after having written and selected they are organized in the form of a test.
 - To arranged different categories of questions
 - None of these
- What are the particulars in the test booklet for answer?
- Test instruction
 - Answer sheets
 - Test length
 - ☒ All of the above
- Test Administration and Use containing the major points:
- ☒ All pupils must be given a fair chance to demonstrate their achievement.

- (b) Physical and psychological environment be conducive to their best efforts
(c) Control all factors that might interfere with valid measurement
(d) Adequate workspace, quiet, proper light and ventilation are important.

(c)✓ All of the above

17. If the pupils' answers are recorded on the test paper, the teacher may make a scoring key by marking the correct answers on a blank copy of the

(a) Exam (b) Interview
(c)✓ Test (d) None of these

18. A _____ of these errors could then be used to plan instructional activities:

(a) Essay (b)✓ Summary
(c) Note (d) None of these

19. Lower grades are typically assigned _____ in relation to other group members.

(a)✓ On the basis of performance
(b) On the basis of sports record
(c) a & (b) (d) None of these

20. Grades may be awarded on the basis of percentile or standard score system may be used:

(a) In relative grading, grades provide meaning to the scores in terms of performance in reference to the group

(b) Lower grades are assigned to the obtained scores raw scores

(c) In most systems where letter grades are used, grades are assigned numerical values. Such as A=4, B=3, C=2, D=1 and F=0

(d) Grade point for a course is found by multiplying the grade value with its credit

- (e) Finally Grade point average (GPA: average of the grade points for all the courses) is found.
(f) The GPA, a numerical value is often converted into equivalent letter grade

(g)✓ All of the above

21. Assigning grades on absolute basis involves comparing a pupil's performance to pre-specified standards set by the teacher. It is termed as:

(a) Review test result
(b) Relative grading
(c)✓ Absolute grading
(d) None of these

22. In Pakistan the Boards of Secondary and Intermediate Education assign:

(a) A1 on 80 % marks or beyond
(b) A on 70 - 79 % marks
(c) B on 60 - 69 % marks
(d)✓ All of the above

23. Learning from one's mistake is usually very _____

(a)✓ Effective (b) Worst
(c) Bad (d) None of these

24. What are essential elements relating to objectives of the sessions?

(a) To provide faculty with information and guidelines that helps better utilize the advantages of essay questions in assessing student performance.

(b) To help understand the main advantages and limitations of essay questions and common misconceptions associated with their use.

(c) To help distinguish between learning outcomes that are appropriately assessed by using essay questions and outcomes that are likely to be better assessed by other means.

- (d) Evaluate existing essay questions using commonly accepted criteria.

(e) Improve poorly written essay questions by using the information in this booklet to identify flaws in existing questions and correct them.

(f) Construct well-written essay questions that assess given objectives.

(g)✓ All of the above

25. What is the objective behind the preparing 'better essay questions'?

(a) To assess students' understanding of subject-matter content

(b) To assess students' writing abilities

(c)✓ (a) & (b) (d) None of these

26. An essay question should meet the criteria:

(a) Requires examinees to compose rather than select their response. Multiple-choice questions, matching exercises, and true-false items are all examples of selected response test items because they require students to select an answer from a list of possibilities provided by the test maker, whereas essay questions require students to construct their own answer.

(b) Elicits student responses that must consist of one or more sentences. Does the following example require student responses to consist of one or more sentences?

(c) No single response or single response pattern is correct. Which example question below allows for a variety of correct answers?

(d)✓ All of the above

27. In item development the student will:

(a) Analyze the function of humor in Shakespeare's "Romeo and Juliet"

(b) Describe the attributes of a democracy.

(c) Distinguish between learning outcomes appropriately assessed using essay questions and outcomes better assessed by some other means.

(d) Evaluate the impact of the Industrial Revolution on the family.

(e)✓ All of the above

28. In the process of item development at test student will meet the requirement of:

(a) Know the definition for the Law of Demand

(b) Predict the outcome of an experiment

(c) Propose a solution for the disposal of batteries that is friendly to users and the environment.

(d) Recall the major functions of the human heart.

(e) Understand the "Golden Rule".

(f) Use a theory in literature to analyze a poem.

(g)✓ All of the above

29. Identifying poor items and ways to improve them:

(a) To consolidate the preceding presentation

(b) Applying principles & conventions of item construction Brainstorming

(c) Hands-on-Practice / Learning by doing

(d)✓ All of the above

30. 'Decisions Subsequent to Item Analysis' covers:

(a) Item revision to remove flaws or write alternative items

- (c) Does the reviewed pool of items correspond with the original table of specifications and stipulated objectives? Discrepancies, if any, have to be removed before using the test.
- (c) While assembling a test (out of the pre-tested pool of items) set the items into groups (parts of the test) with appropriate instructions.
- (d) Check the scoring key of the revised test.
- (d)✓ All of the above
31. Deciding about the duration / time of the test for actual use on the basis of:
- (a) Rate of omitted responses in the pre-test
- (b) Observation of the test administrator
- (c) (a) & (b) (d) None of these
32. Decision subsequent to item analysis contains:
- (a) May review scoring / grading scheme e.g. choose or drop negative marking.
- (c) Be informed about instructional weaknesses and student misconception to prepare them better in future
- (c) May even coach students about MCQs solving strategies.
- (d)✓ All of the above
- In order to create fair, valid and reliable assessments, it is important to use high-quality _____. An assessment is only as good as each item on it:
- (a)✓ Items (b) SLOs
- (c) (a) & (b) (d) None of these
- Development items are of high quality because they:
- (a) Go through rigorous content and external reviews
- (c) Are not for or aligned to state standards

- (c) Are developed by experienced staff assessment specialists of DSD
- (d) Contain accurate content that reflects current teaching practice
- (c) Adhere to the principles of good item writing as defined by industry standards
- (f) Measure a range of cognitive levels
- (g) Vary in difficulty
- (h) Reflect the DSD's commitment to quality in assessment and item creation
- (i)✓ All of the above
35. _____ develops assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers:
- (a)✓ DSD (b) BISE
- (c) Punjab University
- (d) Education University
- (e) None of these
36. The term item is used as a shorthand for questions on the _____
- (a) Exam (b)✓ Test
- (c) Interview (d) None of these
37. The general rules used for writing multiple-choice items are:
- (a) The stem should contain the problem and any qualifications. The entire stem must always precede the alternatives
- (b) Each item should be as short and verbally uncomplicated as possible. Give as much context as is necessary to answer the question, but do not include superfluous information. Be careful not to make understanding the purpose of the item a test of reading ability.
- (c) Avoid negatively stated items. If you have to use this kind of item, emphasize the fact by

- underlining the negative part, putting it in capital letters or using italics. (For test construction purposes, if possible, put all such items together in a single section and indicate this with separate directions.)
- (d)✓ All of the above
38. Keep each item independent from other items. Don't give the answer away to another item. If items require computation, avoid items that are dependent on one another. It is about which items:
- (a) SLOs
- (b)✓ Item Development
- (c) (a) & (b) (d) None of these
39. If one or more alternatives are partially correct, ask for the "best" answer. It is true for:
- (a)✓ MCQs
- (b) Comparing and Contrast
- (c) True/False
- (d) Questions and Answers
40. Use a logical sequence for alternatives:
- (a) Temporal sequence
- (b) Length of the choice
- (c)✓ (a) & (b) (d) None of these
41. How many alternatives commonly used in item development?
- (a) Four (b) Five
- (c) Six (d)✓ (a) & (b)
42. The rules may be useful in developing and grading essay questions:
- (a) The shorter the answer required for a given essay item, generally the better. More objectives can be tested in the same period of time, and factors such as verbal fluency, spelling, etc., have less of an opportunity to influence the grader. Help the examinees focus their answers by giving

- them a starting sentence for their essay.
- (b) Make sure questions are sharply focused on a single issue. Do not give either the examinee or the grader too much freedom in determining what the answer should be
- (c)✓ (a) & (b) (d) None of these
43. Mention the guidelines for writing all types of items:
- (a) Avoid humorous items. Classroom testing is very important and humorous items may cause students to either not take the exam seriously or become confused or anxious.
- (b) Items should measure only the construct of interest, not one's knowledge of the item context.
- (c) Write items to measure what students know, not what they do not know.
- (d)✓ All of the above
44. In case of guidelines for review of test items consider the item as a whole whether:
- (a) It measures knowledge or a skill component which is worthwhile and appropriate for the examinees who will be tested;
- (b) There is a markedly better way to test what this item tests;
- (c) It is of the appropriate level of difficulty for the examinees who will be tested
- (d)✓ All of the above
45. In 'Item Development', consider the stem and whether it:
- (a) Presents a clearly defined problem or task to the examinee
- (b) Contains unnecessary information
- (c) Could be worded more simply, clearly or concisely
- (d)✓ All of the above

46. In 'Item Development', consider the alternatives and whether:
- They are parallel in structure
 - They fit logically and grammatically with the stem
 - They could be worded more simply, clearly or concisely
 - Any are so inclusive that they logically eliminate another more restricted option from being a possible answer.
 - ☒ All of the above
47. In 'Item Development', consider the key and whether it:
- Is the best answer among the set of options for the item
 - Actually answers the question posed in the stem
 - Is too obvious relative to the other alternatives, i.e., should be shortened, lengthened, given greater numbers of details, made less concrete
 - ☒ All of the above
48. In 'Item Development', consider the distractors and whether:
- There is any way you could justify one or more as an acceptable correct answer
 - They are plausible enough to be attractive to examinees who are misinformed or ill-prepared
 - Any one calls attention to the key (e.g., no distractor should merely state the reverse of the key or resemble the key very closely unless another pair of choices is similarly parallel or involves opposites)
 - ☒ All of the above
49. An item pool refers to a collection of
- Test questions
 - Interview
 - Sport event
 - None of these

50. Using the summative and comprehensive interim test blueprints, the number and distribution of items to be written were specified for writing teams:
- ☒ Item
 - SLOs
 - (a) & (b)
 - None of these
51. To support smarter balanced accommodations:
- Translations (including ASL)
 - Braille
 - Text-to-speech
 - Glossaries (English and second language)
 - Other required accommodations tagging
 - ☒ All of the above
52. The contractor collaborative developed new modules that focused on:
- The item authoring system(s)
 - In-depth training for writing items to each claim/target (including the use of item specifications, task models, and CCSS for each content area)
 - Expansion of accessibility considerations such as linguistic complexity
 - ☒ All of the above
53. Once the objectives are finalized, we being the process of writing questions, called _____, for exams:
- ☒ Items
 - Test
 - Interview
 - None of these
54. _____ is a major concern in item development:
- Exam
 - ☒ Security
 - Test
 - None of these
55. Item Screening consists on:
- Redundancy
 - Phrasing and Clarity
 - Accuracy
 - ☒ All of the above
56. Redundancy applies:

- Items that are substantially identical to previously submitted items are rejected
- ☒ Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers
 - Supervisors rejected or reworded items that are not technically accurate.
 - None of these
 - Phrasing and Clarity applies
- Items that are substantially identical to previously submitted items are rejected.
- ☒ Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
 - Supervisors rejected or reworded items that are not technically accurate.
 - None of these
 - Accuracy applies
- Items that are substantially identical to previously submitted items are rejected.
- Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers
 - ☒ Supervisors rejected or reworded items that are not technically accurate.
 - None of these
59. In 'Item Development' the primary technical criteria are:

- Correctness
 - Appropriateness of distractors (for multiple-choice items): Reviewers ensure that the distractor answer choices are incorrect but reasonably plausible
 - Phrasing and clarity: Reviewers ensure items are worded in appropriate language
 - Relevance
 - Expected difficulty
 - ☒ All of the above
60. In 'Item Development' supervisors then collect the reviews to determine if each item was
- Accepted based on consensus
 - Rejected based on consensus
 - Accepted after further review: If reviewers did not agree, the supervisor might accept it, perhaps based on the opinion of another reviewer.
 - Rejected after further review: If reviewers did not agree, the supervisor might reject it, perhaps based on the opinion of another reviewer
 - Accepted after revision: In some cases, reviewers might suggest rewording the item and the supervisor might accept the item after rewording it.
 - ☒ All of the above

Quality Driven Initiative

(Study Material)

QUALITY OF PRIMARY EDUCATION IN PAKISTAN A STUDY ON QUALITY OF PRIMARY EDUCATION

Background and Rationale: At the sub-regional meeting of South Asian Ministers in November 1999 and April 2001, Quality education was unanimously identified as a priority area from a regional perspective. The ministers and all participants were in agreement that there was an urgent need to seek remedies for bottlenecks faced in these areas to meet the intermediate targets and goals by 2015. In the context of quality education, the discussions highlighted, that in spite of increased efforts and resources devoted to quality, the results have been neither satisfactory nor sustainable. Why is this so? If dropout rate is any indicator of quality, the picture is not encouraging. The region cannot afford high internal inefficiencies within the education system. The leakage must be addressed comprehensively. Failing standards reveal poor service delivery leading in turn to low levels of interest, and improvement in quality is a key element that could ensure equity for learners through substantive entitlements in terms of capabilities for improving human well-being.

Several international and regional meetings have reiterated the need for Quality EFA. In this context, the Dakar Framework of Action refers to quality both within the six goals and the accompanying strategies.

Strengthening the quality of education has become a concern of paramount importance in discussions on education. The concern is shared equally by all the stakeholders at all levels of education including the primary education. The Universal Declaration of Human Rights (1948) declared primary education as the basic human right of all people. Accordingly, all nations have promised universal access to education. The developed, and many developing, nations have attained universal or near universal access to primary education. Now the focus is on the quality of students' learning. The concern is valid not only for nations who have attained the quantitative targets, it is also valid for nations still striving for expansion of educational access. It has been established that access and quality are not sequential elements. Quality is rather considered, in the light of growing evidence, a means for achieving the universal access and equity of education regardless of gender, location, race, religion, and social class (Hoy, et al, 2000). The World Bank (1997) in one of its reports on elementary education in Pakistan has also laid equal emphasis on the expansion of access and quality as the quality has been visualized instrumental in improving access. The report states:

"The best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children. Moreover, effort to improve quality will tend to increase the efficiency of the public expenditure and will encourage parents to contribute to children education."

Quality of education also means setting standards which make a pavement for assessment standards, comparability of programs, and accountability for meeting the targets.

International Declarations on Quality of Basic Education:

The Joint Declaration of EFA, 1990, A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'.

The World Education Forum, Dakar Framework of Action 2000, emphasis on quality of education is included as one of the six goals. "Improving all aspects of the quality of education, and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills" (Article 7(vii)).

The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality:

- (i) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43)
- (ii) Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44)
3. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of January 2000, reaffirms commitment to the enhancement of quality of basic education through adopting several measures.
4. The Beijing Declaration of the E-9 Project on ICTI and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT) and better training of teachers and administrators.

Quality Concerns and Commitments by the Government of Pakistan:

Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum, Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000 and the Beijing Declaration of E-9 Countries on ICTI and EFA 2001. But Pakistan despite policy statements and target setting in various education policies and five-year plans is still far below universal primary education access and retention.

The priority is thus, still on the expansion of basic educational opportunity to all. However, with the emerging international agenda of quality education, Pakistan has also readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the 7th Five Year Plan. The National Education Policy 1998 has included many elements and strategies for improving quality at elementary level. The central message of SAP-II and LFA beyond DAKAR is Quality Education and that the access is not sustainable without quality (Govt of Pakistan, 2000). The important policy statements and strategies are listed below:

The National Education Policy 1992 recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising. The policy has mentioned several strategies for the purpose including teachers' training, updating 'primary kit', provision of books, etc.

The National Education Policy 1998-2010 had also included among its objectives the improvement of elementary education. The policy gives a comprehensive list of quality inputs such as merit-based recruitment of teachers; pre-service and in-service training of teachers, improving the quality and availability of books, etc.

Education Sector Reforms: Action Plan 2001-2005 based on National Educational Policy 1998-2010 among its nine sectors includes a cross-cutting thrust area of quality assurance in education including upgraded teacher training, textbooks and curricula, and assessment system. The National Plan of Action (NPA) for Education for All also addresses the issue of quality education. The major quality inputs suggested include reforms in curricula (focusing on basic

learning needs of child, youth, adolescent and adult) textbook development and teachers training. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will also be introduced. Besides, early childhood education programmes will be introduced as part of efforts to improve the achievement of pupils at primary education level.

Defining Quality:

Despite the growing concern about the quality of education, its crystallized definition is somewhat difficult (Aspin & Chapman, 1994), largely due to a wide array of stakeholders and perspectives along with the complexities of teaching-learning process which need to be understood. Terms like effectiveness, efficiency, equity, equality and quality are often used interchangeably (Adams, 1993). Most of the people view quality of education as the learning outcomes of students which is the primary concern of all stakeholders. But to achieve the desired outcomes of students, that is the input and process should also have quality in terms of effectiveness, excellence, and social justice. The quality education output can be addressed only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, teacher-learning process, assessment and monitoring. A sketchy model of quality can be plotted as under:

Model of Quality Control in Education:

Adams (1993) included six elements of quality i.e. reputation of the institution, resources, inputs, process, content, output and outcomes, and value added. Since the concept of quality control and quality management have come from industrial and management sciences, the models of quality control are essentially based on the same philosophy. The industrial models were later modified and adapted to the educational settings. The educational planners have been defining the quality output and have been searching for educational quality correlates. The quality output is defined in terms of learning achievement in three domains i.e. cognitive, affective and psychomotoric. Other indicators of quality output are decreasing rates of dropout and increasing number of students who complete the program cycle and, gender and social equality.

The literature on the determinants of quality education output is not only scanty it provides also other divergent findings on many of the inputs. Lockheed and Verspoor (1991) in a study on developing countries have identified various input and process determinants of educational quality. These include orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the "implemented curriculum" (textbooks, other learning materials), time for learning, effective use of school time, qualified teachers and healthy children. The developed countries show the similar results with a varying level of quality inputs. For example literature on Educational Reforms in the United States describes that standards of education can be improved through redefining basic curricula, and setting performance standards required from students at the completion of the program. (Paliakoff and Schwartzbeck, 2001). Ferguson, as cited in Paliakoff and Schwartzbeck (2001), after his study on student achievement in 900 Texas school districts concluded that the quality of teaching is the most critical aspect of schooling and that it has a direct impact on student learning. The TIMSS study suggests that teaching practices constitute a part of the difference in student achievement in Mathematics and Science. Moreover, the curricula is also important in determining student achievement.

A report "Strategy Initiative on Education for All, 2002" enlists teacher training, improved management system, parent and community involvement and accountability as the major educational reforms. The USAID has thus laid down the same parameters for

improving basic education programmes i.e. accountability, qualified teachers in every classroom, locally managed schools, and participation of community.

Definition of Quality in the Context of EFA:

The Dakar Framework of Action 2000 defined quality of education in terms of recognized and measurable learning outcomes especially in literacy, numeracy and essential life skills. Article 42 of the Expanded Commentary on the Dakar Framework of Action further elaborates that a quality educator is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

The measures to attain the required quality were suggested as under:

1. Healthy, well nourished and motivated students
2. Adequate facilities and learning materials
3. A relevant curriculum
4. Environment that encourages learning
5. Clear definition of learning outcomes
6. Accurate assessment of learning outcomes
7. Participatory governance and management
8. Engaging local communities

The Recife Declaration of the E-9 project (2000) reaffirmed almost all the above declared goals of education. It has also mentioned the use of modern technology in all aspects of education.

The Beijing Declaration of the E-9 Project on ICT and EFA (2001) further expressed its commitment to

1. Using ICT for distance basic education.
2. Funding comprehensive training of teachers, administrators and others in the use of ICT.
3. Raising the quality of teachers' professional development.
4. Meeting requirements of female teachers and of teachers in disadvantaged and rural areas.

Pakistan policy makers have drawn guidelines for the enhancement of quality of education on the international knowledge, Declaration on EFA, and indigenous situation analysis. The National Education Policy, 1992, in the context of primary education, clearly mentions the plan to adopt special measures for improving the quality of education. These measures include proper training of teachers, update primary kit, provision of computers, books of general knowledge, science and mathematics and raising the number of teachers to five per school over a period of ten years. The National Education Policy 1998-2010 had also emphasized the improvement of elementary education. The policy gives a comprehensive list of quality inputs i.e. merit based recruitment of teachers, pre-service and in-service training, provision of career structure and system of awards and incentives; introducing learner centered instruction, improving the quality and availability of textbooks and other learning materials, improvement of curriculum, capacity building of various bodies in management and supervision of education, and reforms in examinations and assessment system. In the ESR Action Plan 2001-2005 the strategies for quality improvement and assurance at all levels have been outlined as under:

1. Benchmarking competencies
2. Continuous improvement of curricula
3. Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.

3. Establishment of National Educational Assessment System (NEAS).
4. Strengthening the Teacher Training institutions.
5. Setting Academic Audit through linkage of grants/incentives with quality.
6. Increase of non-salary budget for provision of conducive educational environmental.
7. School based educational planning and implementation under the Devolution Plan.
8. Public-private partnership and community participation.

The correlates of quality education identified by international studies and the above mentioned categories and targets can be classified under three categories i.e. the inputs and processes and output standards to be gauged by assessment of learning outcomes and through academic audit.

Input, Process and Output Indicators in Quality Learning Model:

Inputs:

1. Policy administration

- (a) Aims and objectives
- (b) Administrative bodies/administrative authorities
- (c) Delegation of authority and responsibility/decentralization

2. Support Inputs:

- (a) Building and physical facilities
- (b) Curriculum and textbooks
- (c) Library instructional materials
- (d) Equipment

3. Teachers:

- (a) Academic and professional qualifications
- (b) Terms and conditions and career ladder
- (c) In-service training and professional development
- (d) Accessibility and fee structure, gender, racial and other equity

Processes:

- (a) School climate/psycho-social environment
- (b) Teachers

Job assignment of teachers: - compatibility with qualifications and workload 2.2 Work environment and relations

Teaching-learning process:

- (a) Teaching learning strategies
- (b) Examinations and assessment
- (c) Student feedback system
- (d) Character building activities
- (e) Individualized remedial instruction activities

Parent-school-community relationship

1. Quality Output:

- (a) Participation, retention, and completion rates
- (b) Academic achievement: knowledge, skills and attitudes measured against set standards linked to national goals.

2. Personality and other traits

- (a) Happy and confident
- (b) ...

3. Student perception of school
4. Community's perception of school

QUALITY OF EDUCATION IN PAKISTAN

Quality Output: All quality inputs converge to yield quality learning of students. Student achievement as an indicator of quality output received global recognition when the International Consultative Forum on EFA listed it as one of the indicators to be used for the year 2000 EFA assessment. The commitment was further spelled out in the form of sixth goal of the Dakar Framework of Action for EFA as under:

'Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all.'

In Pakistan, the system of National or Provincial Assessment has yet not been established. Standardized data on student learning over years or over repeated measurements is non-existent. However, the realization of a coherent National Assessment has been emerging since mid eighties of the last century. Resultantly a number, nearly two dozens, isolated studies on student learning have been conducted by different agencies and organizations since 1984 and more so during the last decade. Some of the studies have been conducted at national level, whilst other focused on provinces and still some other had a very narrow focus and limited sample. The parameters, methodologies and rigour of the studies also vary. The tests used were generally curriculum and textbook based. Some small-scale studies used competencies as the standards for testing.

A compilation and analysis of various studies has been done and it has been concluded that on the average students do not achieve competency on more than half the material in the 5th grade curriculum (Benohel, 1999 in UNESCO, 2001). BRIDGES (1989) observed that students of grade 4th and 5th attained scores of 29 and 33 in science and 25 and 26 in mathematics. A study by Mirza and Hameed (1995) in Punjab shows that students of grade I, II, III, IV and V attained mean scores of 62%, 70%, 53%, 51% and 46%, respectively. In grade IV and V the best scores were observed in mathematics. Baseline survey of Sindh (2000) reported a mean score of 8 in mathematics. Studies further show that students performed better on items requiring rote learning and poorly on items requiring comprehension, problem solving and life skills. Pervez (1992) also found over 60% children at the end of grade 5 competent in rote learning, while only 18 - 27% could write a letter, read with comprehension and demonstrate life skills knowledge.

Quality Inputs: Quality learning cannot be expected without quality inputs. But the context of public primary education in Pakistan is very difficult. About 71% schools are located in rural areas. A general picture of inputs in schools can be portrayed as under:

- (a) Provisions in primary schools particularly the rural primary schools are very poor.
- (b) Nearly 1/6th of the primary schools are shelterless.
- (c) The schools with building have insufficient accommodation.

Rooms and a veranda:

- (a) Students mostly sit on mats/mat.
- (b) Per school average number of teachers is 2.35.
- (c) In mosque schools the average number of teachers is

Per school:

Textbooks for teachers: Never provided.

- (a) Teaching Kit: Supplied in mid seventies. Never updated or repaired. Teachers hesitate to use it due to fear of breakage.

- (a) Copy of curriculum: Never provided.

(b) Resource Materials: Never provided.

(c) Community support is at the very low, but is being sought through various modes

Teachers at Primary Level: The importance of teacher as key figure in the education process has always been recognized. The most recent National Education Policy 1998-2010 also recognizes that the teacher is considered the most crucial factor in implementing all educational reforms at the grass-root level.

The World Declaration on Education for All emphasized the role of teacher as under:
 "The pre-eminent role of teachers as well as of other educational personnel in providing quality education needs to be recognized and developed to optimize their contribution... improve their working conditions and status notably in respect to the recruitment, initial and in-service training, remuneration and career development possibilities" (Article 1.6 para 33, p. 58)

The Dakar Framework of Action for EFA, 2000 also states as under:

"Enhance the status, morale and professionalism of teachers" (Article 8-ix)

The quality of public primary school is a matter of concern both in terms of number of teachers provided and their qualifications. The figures show that on the average only 2.34 teachers have been provided to a school. The mosque schools have an average of 1.3 teachers per school. The qualifications of teacher are generally matriculate HSC - PTC CT. In some of the areas even the condition of matriculate has to be relaxed. The teachers have hardly any opportunity for systematic in-service training. On-the-job training, monitoring and guidance is rarely non-existent.

A teacher with such a profile has to teach almost three to six grades simultaneously in a difficult context, an environment of least facilities and support.

QUALITY IMPROVEMENT INITIATIVES AND PROJECTS

Although the commitment to quality of education has emerged explicitly only recently, a visible concern for enhancing quality of education has been observed since the late eighties. Several inputs through various donor-driven projects have been made. Some of the projects have been successful and have emerged as regular programmes, some other have been successful but phased out with the project closure and some other could not make any impact even during the project period. Several initiatives and interventions of quality education were reviewed to identify the most successful practices which have high feasibility of cost effective replication.

Successful Experiences of Quality Education Selected for the Study:

Criteria for the Selection of Successful Projects/Cases: Following criteria was used for selection of successful cases

1. Has empirical evidence for enhancing student learning in the form of improved scores.
2. The project should have stayed in the field for at least about two years.
3. The programme should be sustainable/replacable/feasible.
4. Programme should have institutional set up.
5. It should have optimum resource utilization/should be economic.
6. The positive impact had remained visible for some time.
7. Should be in the public sector or have public-private partnership.

Additional Criteria:

1. Has enhanced the enrolment rate in the catchment area.
2. Shows evidence of gender equality.
3. Reached the disadvantaged.
4. Has participation of the community.

12. Has a high perception value in the community.

Effort was made to include cases of different sectoral inputs. Therefore not more than two similar cases have been included in the study.

PROCEDURE/METHODOLOGY

Information/Data Collection: As a first step, information was sought from the provincial area local persons identified by UNESCO for the study. The local persons provided a summary of the projects/experiences perceived as "best practices" by them in the context of improving the quality of education.

Selection of Relevant Projects: As all projects/experiences received from the provinces were not relevant to basic primary education therefore, after a review by the study's Technical Committee (constituted by UNESCO), the relevant projects/experiences were identified. After obtaining additional information on each of the project/experiences chosen, the Technical Committee, in a subsequent meeting, finalized the selected "best practices".

The projects experiences selected for the study are as follows:

1. National Teaching Kit for Primary Classes: Experience relates to all provinces of Pakistan.
2. Supplementary Readers in Punjab.
3. Primary Education Programme - Improvement of the Learning Environment (PEP-II) in KPK.
4. Community Support Process, Balochistan. Application of the CSP model in Sindh is also discussed.
5. Fellowship School Programme in Balochistan and Sindh.
6. Parent Teacher Associations with Special Reference to Federal Area. Related experiences from KPK, Balochistan and Sindh are also mentioned.
7. Curriculum Reform Project under PEP-II Project.
8. Provincial Education Assessment System in KPK.

Presentation: The experiences selected have been described briefly. To give a holistic picture of the intervention, similar experiences from other provinces have also been included. The input processes, output and impact of the project have been highlighted. Feasibility of replication along with estimated cost, wherever available, has also been mentioned.

1. National Level Experience: National Teaching Kit for Primary Classes:

Quality Input Indicators:

- (a) Library and instructional material.
- (b) Equipment.
- (c) Teaching learning strategies.

Quality Output Indicators:

- (a) High perception among teachers.
- (b) Better learning of students particularly in science and mathematics.
- (c) Recognition of Kit as a useful input in subsequent education policies.
- (d) Revival of Kit in ADB sponsored community model schools in Baluchistan in recent years.
- (e) Extension of Kit in middle schools.
- (f) Cost effective feasibility of replication.

One of the most significant quality input was the National Teaching Kit for primary classes. The project was launched in accordance with the Education Policy 1972-80. It remained in use with varying degree over the years. Its importance has been realized again and revival of the Kit is visible in Balochistan. The input was planned and provided based on the theory that at ages 5 -

...enhanced through concrete experiences. The objective was to improve the teaching-learning process helping students to give practical experience, develop their understanding of basic principles, develop skills in observation, experimentation and exploring. It was designed to help students understand the processes rather than memorizing facts. This unique innovation aimed at the total development of the personality of the learner through the effective involvement of senses in observation, exploration and understanding of the natural as well as social environment through inquiry and open ended activities which children can perform at home, at school, or even under a tree with the help of a self-contained, self-sufficient package of essential items and activities without any need of proper laboratory facilities.

Sponsoring and Implementation Agencies:

The Teaching Kit was prepared by the National Education Equipment Centre, Lahore under the direction and approval of a National Committee of the Curriculum Wing, Ministry of Education. It includes 196 items of instructional material covering all primary class subjects: Urdu, Science, Mathematics, Social Studies and Urdu, tools and instruments to engage teachers to develop low cost instructional aids using indigenous materials and teacher's manual. The Kit was provided to 65,000 schools through the National Education Equipment Centre. Since 1975, it has been provided in a phased manner from 1975-77. The cost of the project was Rs. 80 million or about 10% of the total cost of the National Education Equipment Centre.

At the time of designing the Kit, the following points were kept in mind:

- Suitability for the ages 5-10 years.
- Provision of concrete experiences at early stage of schooling and gradually move to abstract experiences.
- Relevance to the curriculum objectives.
- Easily available material.
- Maximize the maximum instructional values at a minimum cost.
- Integrate supplementary use of different items.

IMPACT OF TEACHING KIT

Problems and Difficulties in Use of the Teaching Kit: 1. Teachers generally hesitate to use the Kit for fear of breakage of the material. There is no provision of replacement of the materials by the Education Department. It was only a one time provision. 2. Improvement, addition or deletion has not been made in the Kit with the changing curricula and textbooks. 3. There is no supervisory monitoring staff have not been given and are not given any training in using the Kit. 4. Teachers have a feeling that the use of Teaching Kit and participative learning styles regress the coverage of the syllabus for which the teachers are responsible. Therefore teachers refrain from its frequent use. 5. The material is provided in a box, which is not properly arranged for keeping the material in easy access.

Present Status and Possibility of Scale Revival of the Teaching Kit:

Continuity Impact of Teaching Kit: The intervention was appreciated by all concerned and has contributed significantly in improving the quality of teaching-learning process. The National Education Policy, 1972 included the updating of Primary Teaching Kit. Similarly the National Education Policy, 1998 includes the provision of improved instructional material. Recently the Government of Punjab has decided to provide Teaching Kit to elementary schools shows the acknowledgement of the importance of this intervention. The Primary Teaching Kit is still available in many schools of Punjab. Recently the Kit has been provided to

SUPPLEMENTARY READERS IN PUNJAB

Quality Input Indicators: • Library and Instructional Materials • In-service training and professional development • Teaching learning strategies • Instructional environment

Quality Output Indicators: • Increased reading comprehension • Increased interest for reading • Motivated private sector to publish more children literature • Punjab Textbook Board provided twenty Supplementary Reader and venturing on more • Project shaping into a model • A cost effective input

It is a well established assumption that students who have wider reading opportunities develop better attitude towards reading resulting in enhanced learning. The importance of Supplementary Readers provided in the schools is considered more valid in developing countries than in developed and industrialized countries where children have access and opportunity to additional reading at home. The need for such material at primary and elementary levels has also been well expressed in Pakistan National Education Policy, 1998. Its chapter on Elementary Education states that "availability and use of supplementary reading materials, library books and children literature shall be ensured" (p. 32).

Output Indicators/Impact: Curriculum Research and Development Centre (CRDC) visited 100 schools for a monitoring study (CRDC, 2001). The study reports that the Supplementary Readers were welcomed by the teachers and students and girls were more responsive to the intervention as compared with boys. Students took interest and demanded more reading material. Students (80%) read the books and then narrated stories to other students. Some of the teachers used these materials as support material to the textbooks. The majority of teachers (70%) were of the opinion that students' vocabulary was enriched through the use of Supplementary Readers. The materials were significantly helpful in developing self-confidence among students and provide opportunity to express themselves.

Continuity Impact: The empirical evidence of the effectiveness of supplementary readers in schools of other countries and especially in Pakistan has created awareness among policy planners and educationalists about their importance. The private publishers are now providing more children literature in the market. The Punjab Textbook Board has developed twenty Supplementary Readers and has made those available in the market.

Feasibility of Large Scale Implementation: Provision of Supplementary Readers was a full-scale intervention in elementary schools and at a fairly large scale in the primary schools. It is one of the very few interventions with research based evidence of enhanced student learning (reading comprehension), increased interest in reading and improved personality. The impact in population generation by the Punjab Textbook Board and the private publisher has turned the subject into a programme.

The practice has exhibited sufficient grounds for further strengthening and development of reading materials for students. The following measures are needed for establishing libraries of supplementary readers in primary schools:

- Government should encourage the production and publication of children literature.
- Graded Urdu vocabulary to be achieved by students in each grade should be developed.
- Supplementary Readers be developed in a scientific manner using graded vocabulary.
- Funds/books should be provided as part of recurring budget to each school.
- Training to teachers should be given in using actively based teaching-learning methods particularly for encouraging supplementary reading. The practice would then transfer to the regular classroom teaching.

Quality Driven Initiative – MCQs

Write the correct answer:

1. Quality Driven Initiative (QDI) reflects the vision of educational, socio-economic, cultural and political scenario:
(a) National (b) Regional (c) Global (d)✓ All of the above
2. Initiative taken on quality Drive (QD) by Secretary School Education to ensure minimum quality standards on:
(a) Primary Schools of Punjab (b) Secondary Schools of Punjab (c) Higher Secondary Schools of Punjab (d)✓ None of these
3. Every EDO, DIO, Dy. D.O, AEO, DTE shall adopt _____ for improving students' competency in Urdu, English & Mathematics in grade 1, 2 and 3.
(a) Two Colleges (b) Two Universities (c) Two Schools (d)✓ None of these
4. In Quality Driven' deliver model lessons in subjects _____ well received.
(a) Urdu (b) English (c) Maths (d)✓ All of the above
5. Enrich students' vocabulary by using:
(a) Classroom objects (b) Students bags (c) Parts of body (d) Chair and desk (e) Season (f) Vegetables and fruits (g) Plants, dresses (h)✓ All of the above
6. Give the full name of EO:
(a)✓ Education Officer (b) Engineer's Office (c) Excise Officer (d)✓ None of these
7. DSO means:
(a)✓ District Education Officer (b) Deputy District Education Officer (c) Assistant Excise Officer (d)✓ None of these
8. AEO means:
(a)✓ Assistant Education Officer (b) Administrative Education Officer (c) Assistant Excise Officer (d)✓ None of these
9. DSD means:
(a)✓ Directorate of Staff Development (b) District Surgeon Dentist (c) District Social Department (d)✓ None of these
10. What is meant by quality of education?
(a) It means setting standards which make a pavement for assessment of standards, comparability of programs, and accountability for meeting the targets (b) Promotion of basic education and learning process (c)✓ (a) & (b) (d)✓ None of these
11. A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'. It is provided in:
(a)✓ The Jomtien Declaration of EFA, 1990 (b) Dakar Framework of Action, 2000 (c) Education Policy, 2009 (d)✓ None of these
12. In which document it is declared primary education as the basic human right of all people:
(a) The Jomtien Declaration of EFA, 1990 (b) Dakar Framework of Action, 2000 (c) Education Policy, 2009

- (d)✓ The Universal Declaration of Human Rights, 1948
13. The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality.
(a) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43). Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44)
(a)✓ (a) & (b) (d)✓ None of these
14. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of _____ reaffirms commitment to the enhancement of quality of basic education through adopting several measures.
(a)✓ January 2000 (b) January 2002 (c) January 2004 (d) January 2006
15. The _____ of the E-9 Project on ICT and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators:
(a) Islamabad Declaration (b)✓ Beijing Declaration (c) New York Declaration (d) London Declaration (e)✓ None of these
16. Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum:
(a)✓ Dakar Framework for Action 2000,

- (b) The Recife Declaration of E-9 Countries, 2000
- (c) The Beijing Declaration at E-9 Countries on CI
- (d) EFA 2000
- (d)✓ All of the above
17. Pakistan has readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the:
(a)✓ 2nd Five Year Plan (b) 4th Five Year Plan (c) 5th Five Year Plan (d) 3rd Five Year Plan (e)✓ None of these
18. The National Education Policy 1998 has included many elements and strategies for improving quality at _____ level.
(a) Secondary (b)✓ Elementary (c) Higher (d)✓ None of these
19. The central message of SAP-I, and EFA beyond DAKAR is _____ Education
(a)✓ Quality (b) Secondary (c) Higher (d)✓ None of these
20. The National Education Policy _____ recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising:
(a)✓ 1992 (b) 2006 (c) 2009 (d)✓ None of these
21. The National Education Policy, 1992 has mentioned several strategies for the purpose including:
(a) Teachers' training (b) Updating "primary kit" (c) Provision of books (d)✓ All of the above
22. The National Education Policy 1998-2010 had also included among its objectives the improvement of _____
(a) Foreign Education (b) Foreign Scholarship (c)✓ Elementary Education

Quality Driven Initiative – MCQs

Write the correct answer:

Quality Driven Initiative (QDI) reflects the vision of educational, socio-economic, cultural and political scenario.

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(c) Global

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(a) Primary Schools of Punjab

(b) Secondary Schools of Punjab

(c) Higher Secondary Schools of Punjab

(d) None of these

DFO, District Education Officer, shall adopt

_____ for improving students' competency in Urdu, English & Mathematics in grade 1, 2 and 3.

(a) Two centres

(b) Two universities

(c) Two schools

(d) None of these

Quality Driven deliver model works in subjects _____ well

(a) Urdu (b) English

(c) Maths

(d) All of the above

Enrich students' vocabulary by using

(a) Classroom objects

(b) Students bags

(c) Parts of body

(d) Chair and desk

(e) Season

(f) Vegetables and fruits

(g) Plants, animals

(h) All of the above

Give the full name of E.O.

(a) Education Officer

(b) Engineer's Office

(c) Excise Officer

(d) None of these

_____ means

(a) District Education Officer

(b) Deputy District Education Officer

(c) Assistant Education Officer

(d) None of these

_____ means

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(c) Assistant Education Officer

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(a) District Education Officer

(b) Deputy District Education Officer

(c) Assistant Education Officer

(d) None of these

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(a) District Education Officer

(b) Deputy District Education Officer

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(d) None of these

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9. AEO means
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- (b) (a) & (b) (d) None of these
15. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of _____, reaffirms commitment to the enhancement of quality of basic education through adopting several measures:
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- (b) January 2002
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- (d) January 2006
16. The _____ of the E-9 Project on ICT and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators:
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- (c) The Beijing Declaration of E-9 Countries on ICT
- (d) EFA 2001
- (e) All of the above
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- (b) 4th Five Year Plan
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- (d) 3rd Five Year Plan
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- (c) Higher (d) None of these
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- (c) Provision of books
- (d) All of the above
23. The National Education Policy 1998-2010 had also included among its objectives the improvement of _____
- (a) Foreign Education
- (b) Foreign Scholarship
- (c) Elementary Education

23. None of these
The National Education Policy 1998-2000 gives a comprehensive list of quality inputs such as
- Ment-based recruitment of teachers
 - Pre-service and in-service training of teachers
 - Improving the quality and availability of books
 - All of the above
24. The National Plan of Action (NPA) for Education for All addresses the issue of
- Quality education
 - Quantity education
 - (a) & (b)
 - None of these
25. Give the full name of NEAS:
- National Education Assessment System
 - National Equity Assessment System
 - National Electoral Assessment System
 - None of these
26. In National Education Assessment System (NEAS) introduced
- To improve the achievement of pupils at primary education level
 - To improve the achievement of pupils at secondary education level
 - To improve the achievement of pupils at higher secondary education level
 - None of these
27. Adams described which elements with regard to the quality education?
- Reputation of the institution
 - Resources and inputs
 - Process
 - Content
 - Output and outcomes
 - Value added
 - All of the above
28. The quality output is defined in terms of learning achievement in which

- Cognitive
 - Affective
 - Psychomotoric
 - All of the above
29. _____ (1991) in a study of developing countries has identified various input and process determinants of educational output
- Lockheed and Verspoor
 - Adams and Ferguson
 - (a) & (b)
 - None of these
30. The measures to attain the required quality were suggested as:
- Healthy, well nourished and motivated students
 - Adequate facilities and learning materials.
 - A relevant curriculum.
 - Environment that encourages learning
 - Clear definition of 'learning outcomes'.
 - Accurate assessment of learning outcomes
 - Participatory governance and management.
 - Engaging local communities.
 - All of the above
31. The Beijing Declaration of the E-9 project on ICT and EFA (2001) further expressed its commitment to:
- Using ICT for distance basic education.
 - Funding comprehensive training of teachers, administrators and others in the use of ICT.
 - Raising the quality of teachers' professional development.
 - Meeting requirements of female teachers and of teachers in disadvantaged and rural areas
 - All of the above
32. In National Education Policy, 1992, measures include
- Proper training of teachers
 - Update 'primary kit'
 - Provision of computers
 - Books of general knowledge
 - Science and mathematics

- Raising the number of teachers to five per school over a period of ten years
 - All of the above
33. In the FSR Action Plan 2001-2005 the strategies for quality improvement and assurance at all levels have been outlined as:
- Benchmarking competencies.
 - Continuous improvement of curricula.
 - Staff development, teacher education and training, and professional development of planners, managers and staff at all levels
 - Establishment of National Educational Assessment System (NEAS).
 - Strengthening the Teacher Training institutions
 - Setting Academic Audit through linkage of grants/incentives with quality.
 - Increase of non-salary budget for provision of conducive educational environment.
 - District based educational planning and implementation under the Devolution Plan.
 - Public-private partnership and community participation
 - All of the above
34. Policy administration having the features of:
- Aims and objectives
 - Administrative bodies/administrative authorities
 - Delegation of authority and responsibility/decentralization
 - All of the above
35. Support inputs consist of:
- Building and physical facilities
 - Curriculum and textbooks
 - Library instructional materials
 - Equipment
 - All of the above
36. Teachers enhanced and equipped with:

- Academic and professional qualifications
 - Terms and conditions and career ladder
 - In-service training and professional development
 - Accessibility and fee structure, gender, racial and other equity
 - All of the above
37. Processes of input can be enhanced with the aid of:
- School climate psycho-social environment
 - Teachers
 - (a) & (b)
 - None of these
38. Teaching-learning process expanded by introducing:
- Teaching learning strategies
 - Examinations and assessment
 - Student feedback system
 - Character building activities
 - Individualized remedial instruction activities
 - All of the above
39. 'Quality Output' enhanced by
- Participation, retention, and completion rates
 - Academic achievement knowledge, skills and attitudes measured against set standards linked to national goals.
 - (a) & (b)
 - None of these
40. Personality and other traits
- Healthy and well nourished
 - Happy and confident
 - Curious and creative
 - All of the above
41. All quality inputs converge to yield quality learning of students. Student achievement as an indicator of quality output received global recognition when the International Consultative Forum on _____
- 2000 EFA
 - UNESCO 2001
 - BRIDGES 1989
 - None of these
42. In Pakistan about _____ schools are located in rural areas.

Literacy and Numeracy Drive

(Study Material)

Introduction:

Definition: In the context of Literacy and Numeracy Skills, we may define Literacy as "The ability to read, write and calculate simple symbols, digits, words, sentences texts with understanding at normal speed, and tackle everyday life problems related to citizenship, gender sensitivity, health, ethics and technical know-how to improve life and ultimately the society." The definition refers to Literacy and Numeracy Skills components.

The above mentioned definition covers all the three levels of literacy which may equip a person with critical thinking and problem solving skills, awareness of citizenship, new technical information and skills to improve oneself and one's environment.

Specific Objectives: Specific objectives of the National Curriculum for Literacy are -

1. To develop language skills (listening, speaking, reading and writing) for effective communication in the required language and to continue learning.
2. To develop numeracy skills and problem solving skills for application in daily life.
3. To apply knowledge of ethical and religious norms and values to all spheres of life.
4. To enhance awareness related to practical uses of science and technology, including mass media and ICTs.
5. To develop responsible attitude towards environment and health through scientific knowledge.
6. To enhance appreciation for family and community life through inculcating positive values and attitudes, including gender sensitivity.
7. To use acquired life skills to change living conditions of oneself on the basis of informed and responsible decisions.
8. To enhance independent and positive critical thinking.

Description, Objectives and Expected Outcomes of Literacy Levels:

Level 1 (equivalent to class 1+ assessment standard): The focus at this first level will be on the introduction to basic literacy and numeracy. Literacy and numeracy skills will be developed through themes that are relevant to learners' everyday life (life skills). Necessary oral skills in Urdu as a second language will be gradually introduced wherever required. Practical and pre-vocational skills would be optional for learners depending on the availability of the training facilities.

Objective: To enable the learner to recognize, read, write and reflect with understanding, the purpose and message of simple sentences and texts, addresses, posters, signs, symbols, digits, numbers up to 1000 (in figures) and up to 50 (in writing) and perform arithmetical operations up to 2-digit numbers.

Expected outcome: Ability to read a simple paragraph with understanding, to express ideas in simple writing and to do basic calculations.

Level 2 (equivalent to class 2+ assessment standard):

The focus at this level will be to further strengthen the literacy and numeracy competencies acquired at the former level. The use of real life related materials will be encouraged (newspapers, magazines, comics, street signs, calendars, posters, etc). At this level reading and writing in Urdu will be introduced and developed in a more systematic way particularly in those cases where it is learner's second language. The scope of life skills themes will be increased. English as an international language may be introduced orally, if teaching capacity is available.

(e) Has a high perception value in the community.

(f) All of the above

47. What are the Quality Input Indicators?

(a) Library and instructional material.

(b) Equipment

(c) Teaching learning strategies

(d) All of the above

48. What are the Quality Output Indicators?

(a) High perception among teachers

(b) Better learning of students particularly in science and mathematics.

(c) Recognition of Kit as a useful input in subsequent education policies

(d) Revival of Kit in ADB sponsored community model schools in Baluchistan in recent years.

(e) Extension of Kit in middle schools.

(f) Cost effective feasibility of replication

(g) All of the above

49. In Pakistan 'Teaching Kit' was prepared by which body.

(a) The National Education Equipment Centre, Lahore

(b) BISE

(c) Allama Iqbal Open University

(d) DSD

(e) None of these

50. While designing the kit, which points were kept in mind?

(a) Suitability for the ages 5-10 years

(b) Provision of concrete experiences at early stage of schooling and gradually move to abstract experiences.

(c) Relevance to the curriculum objectives.

(d) Use locally available material.

(e) All of the above

(b) 71%

(d) 91%

51. Pakistan a general picture of inputs

52. Schools can be portrayed as

53. Teachers in primary schools particularly the rural primary schools are very poor

54. Nearly 16% of the primary schools are shelterless

55. The schools with building have insufficient accommodation

56. All of the above

57. Pakistan

58. Students mostly sit on mats at

59. Per school average number of teachers is 2.34

60. In mosque schools the average number of teachers

61. All of the above

62. Criteria for the Selection of Successful Projects Cases

63. Has empirical evidence for enhancing student learning in the form of improved scores

64. The project should have stayed in the field for at least about two years

65. The programme should be sustainable replicable feasible.

66. Programme should have institutional set up

67. It should have optimum resource utilization should be economic

68. The positive impact had remained visible for some time

69. Should be in the public sector or have public-private partnership.

70. All of the above

71. Additional criteria for the Selection of Successful Projects Cases

72. Has enhanced the enrolment rate in the catchment area

73. Shows evidence of gender equality

74. Knowledge disadvantaged

75. Has participation of the community

Objective: To enable the learner to read and write, with accuracy and fluency, understanding different types of text and designs of various forms used for different purposes, recognize numbers up to 100,000 and their progression; calculate up to 5-digit numbers in addition and subtraction and by 3-digit numbers in multiplication and division, learn simple measurements and be able to express own views and identify and solve problems related to self and surroundings.

Expected outcome: Ability to read newspapers and communicate in simple writing to fill forms of daily use with understanding and to perform arithmetical operations and measurements related to day to day needs.

Level 3 (equivalent to class 4+ assessment standard):

The focus at this advanced / self learning level will be on the consolidation of the competencies developed in the previous levels related to communicative language, arithmetic and life skills. Second language skills will be further strengthened and English as an international language will be introduced in reading and writing depending on the availability of teacher.

Objective: To enable the learner to read and write accurately, fluently with speed and understanding of meanings of text. The learner at this level should be able to reflect on any type of text of daily usage, perform arithmetic operations for digit numbers and be able to practice the average and percentage, comprehend information and results and find ways for one self to make his/her life better as a literate member of the society.

Expected outcomes: Ability to read and comprehend contents of textbooks, magazines and general reading material, write applications, letters giving information and feelings in simple text and ability to interpret, synthesize and solve arithmetical operations, geometrical and measurement problems related to day to day needs and continue self-learning.

A literate young person after these three levels may join the regular/ formal school. He/She may study additional school courses like Islamic Studies, Science and Social Studies etc, to become primary level educated person and to continue further formal education.

Assessment and Certification:

Different kinds of assessment tools can be used in literacy programmes. Learners wishing to enroll in a literacy program should be assessed for placement. This is to ensure that they are placed at the correct level of learning. If they do not fall within the proposed three literacy levels, they should be referred to other institutions or training programmes.

Educators who teach a literacy program should be aware of the different forms of assessment. They will be expected to conduct internal informal, formal and diagnostic assessments. Diagnostic assessments should enable the educators to recognize learning difficulties. Moreover a system should also be designed for referring learners with special learning needs to appropriate learning institutions.

Formative and summative assessments should be carried out. Formative assessment includes a range of continuous assessment activities which are in-built into the course materials such as self assessment, peer assessment, class tests and oral presentations etc.

In assessments half of the marks (50%) should be for formative assessment and the remaining 50% for their summative assessment. At levels-I and II the summative assessment should be internal and at level-III the summative assessment should be external. Learners should receive a certificate at the end of each level.

Special provisions should be made to accommodate the learners, who do not wish to be formally assessed and accredited with a certificate for continuation in a literacy programme.

Strategies: In order to effectively implement the curriculum framework the following strategies and support measures are recommended.

(a) All material developers before embarking upon the task of developing specific materials should ascertain what is already available and what can be slightly modified or adapted to suit specific learning objectives and at what level. This exercise will save a lot of unnecessary labour and will result in an effective utilization of the existing materials.

(b) Program monitoring will enable implementers to foresee problems and to make amendments in programs / plans to rectify the deficiencies. Continuous monitoring may help the educators to adjust their teaching methods and to improve curriculum contents. Various tools for monitoring will be required for each level and program and need to be developed before the implementation of the programme.

(c) Openness and flexibility in the implementation of the curriculum framework will be decisive for its functionality and success of the literacy program.

(d) Use of multiple resource materials which can be applied to real life situations should be used for promoting literacy skills. Teaching and learning of reading and writing skills will be eclectic in nature combining different methods with a diversity of exercises. Emphasis will be placed on making learners recognize and comprehend the meanings of phonemes and words. Vocabulary and complexity of the text will be in a graded form i.e. complexity level to be increased gradually. This will be facilitated by the use of supplementary materials from learners' everyday lives (e.g. newspapers, official documents, court decisions, police reports, forms, accounts, land and trade etc.). Skills must be developed systematically across the curriculum in all the learning areas throughout the three levels. Since adults are already capable of carrying out many numerical operations in their daily lives, so each mathematical operation will be approached and taught in a different manner. Rather than depending on rote-learning the methodological approach should be based on understanding the principles behind an operation. The mathematical exercises need to be integrated into economical, occupational, commercial, vocational and other daily activities that people perform in their lives.

(e) Children, youth and adults even those who are illiterate and have never attended school have a wealth of competencies, knowledge and experience that must be acknowledged as the starting point for the teaching process in every level, area and lesson.

(f) The development of a training curriculum for literacy personnel (managers, material developers, supervisors, and teachers) is recommended. The involved literacy personnel should also have opportunities on an ongoing basis to upgrade their skills and develop professionally.

(g) Support structures like mobile libraries should be particularly arranged in rural and disadvantaged areas to develop a literate environment.

Aims and Objectives of Literacy Curriculum: The national literacy curriculum has been prepared to harmonize outputs of existing literacy programmes and improve their quality. This initiative is a part of the commitment of the Ministry of Education, Govt. of Pakistan to achieve Education For All (EFA) goals, and create a literate environment in the country. The overall aim and objectives of the national curriculum for literacy are as under:

1: Aim: To provide learning opportunities for out of school population (age 10+) who never went to school or have dropped out before becoming literate, and develop their literacy and numeracy skills relevant to their practical life, enabling them to improve quality of their lives.

2: Objectives of the National Literacy Curriculum: The National Curriculum for Literacy will contribute in achieving following objectives:-

- To promote the acquisition of knowledge and the development of competencies and skills required to enhance learners' quality of life.
- To encourage the creation of literate environment conducive for further development of literacy and numeracy skills in order to make the interventions sustainable.
- To ensure quality of learning through the adoption of appropriate methodologies and strategies.
- To provide a basic framework that can facilitate the standardization and certification of literacy and numeracy programmes
- To facilitate mainstreaming of neo-literate in formal system of education.

Literacy and Numeracy Drive – MCQs

Write the correct answer:

1. What is the definition of term "Literacy"?

- It is traditionally understood as the ability to read and write.
- It includes the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture.
- Knowledge that relates to a specified subject
- ☒ All of the above

2. Literacy is the _____ towards independent and life-long learning:

- ☒ First step
- Second steps
- Third step
- None of these

3. Literacy comprises a set of basic skills which constitute the foundation in adult _____

- Age
- ☒ Basic education
- Secondary education
- None of these

4. It is one of the important instruments for equipping people with minimum knowledge and skills that can help individuals to contribute effectively to the _____ of the country:

- ☒ Socio-economic development
- Political development

5. Being unable to read and write is not only a disability for the individuals themselves, but illiteracy of masses also hinders social reforms, poverty alleviation and modernization in a society and thus impedes overall economic productivity. It is the important for which fact:

- ☒ Literacy
- Poverty
- Political activity
- None of these

6. Due to its important role in socio-economic development of a society, _____ has been accepted as an indicator of human resource development:

- Legal development
- ☒ Literacy
- Illiteracy
- None of these

7. Pakistan's low ranking in the global Human Development Index (HDI) is due to its snail paced progress in the area of _____

- Economic development
- Legal development
- Political development
- ☒ Literacy
- None of these

8. The most reliable and surest means of promoting literacy in a country is to

_____ through formal schooling:

- ☒ Primary education
- Secondary education
- Higher education
- None of these

9. Non-Formal Basic Education centers (NFBEC) and adult literacy programmes should therefore be launched to reach the missed out and

- Drop out children
- Drop out youths
- Drop out adults
- ☒ All of the above

10. It necessitates a distinctive curriculum and different set of learning materials and teaching methodologies for NFE (Non-Formal Education) and _____

- Adult literacy programmes
- Farooq-e-Faieem
- (a) & (b)
- None of these

11. Promotion of literacy in the shortest time span is a priority for Pakistan, where about half of the population is _____

- Illiterate
- Literate
- Average of the both
- None of these

12. Which factors have affected the quality of literacy programmes in Pakistan?

- Inconsistency in national policies
- Abrupt closure of literacy programmes
- Lack of institutional backup
- Little or no research and training institutes for NFE and adult literacy
- Absence of national curriculum for literacy
- ☒ All of the above

13. A number of government and non-governmental organizations have implemented adult literacy programmes by:

- Using their own diverse sets of literacy materials

(b) Without following a common curriculum framework

- Uniform standards of assessment
- ☒ All of the above

14. It was in this context that the Ministry of Education recommended preparation of a national literacy curriculum in its policy document of 2003 titled "Guidelines for the Strategic Framework of Action for _____", developed in collaboration with UNESCO and IICA

- UN Literacy Decade (2003-2012)
- UN Literacy Decade (2005-2014)
- UN Literacy Decade (2006-2015)
- None of these

15. In collaboration with Education Sector Reforms Assistance (ESRA) Programme, the _____ Ministry of Education developed the first National Guidelines for Youth and Adult Literacy

- ☒ Curriculum Wing
- DSI
- BISE
- None of these

16. These Guidelines have been used as a basic document in the development of the National Curriculum for Literacy. Further, development of literacy curriculum is part of a broader national strategy to achieve a 50 per cent improvement in existing level of adult literacy by:

- 2013
- 2014
- ☒ 2015
- 2016

17. Preparation of national curriculum for literacy also responds to the need for harmonizing national efforts effectively and for placing _____ at the heart of elementary education for transforming Pakistan into a literate society:

- ☒ Literacy
- Illiteracy
- Economic development
- Political development

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- Political development

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- 2013
- 2014
- ☒ 2015
- 2016

17. Preparation of national curriculum for literacy also responds to the need for harmonizing national efforts effectively and for placing _____ at the heart of elementary education for transforming Pakistan into a literate society:

- ☒ Literacy
- Illiteracy
- Economic development
- Political development

(c) None of these

A person is functionally literate when he has acquired the knowledge and skills in reading and writing, which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture or group. It is a definition of:

- (a) Illiteracy (b) Literacy
(c) Education development
(d) None of these

19. _____ is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihood, and gender equality. The goals of literacy programmes should reflect this understanding."

- (a) Illiteracy (b) ✓ Literacy
(c) Education development
(d) None of these

20. In _____, literacy is usually defined as the ability of a person to read and write simple statements with understanding in the national or regional languages, besides being able to do some simple calculations.

- (a) ✓ Pakistan (b) India
(c) UK (d) USA

21. "Remove illiteracy and provide free and compulsory secondary education within minimum possible period" It is the duty of

- (a) Society (b) ✓ State
(c) Pressure group
(d) Political parties
(e) None of these

22. The _____ has been prepared to harmonize outputs of existing literacy programmes and improve their quality.

- (a) Provincial literacy curriculum
(b) National literacy curriculum
(c) (a) & (b) (d) None of these

23. The National Curriculum for Literacy and Numeracy will contribute in achieving

- (a) To promote the acquisition of knowledge and the development

of competencies and skills required to enhance learners' quality of life.

(b) To encourage the creation of literate environment conducive for further development of literacy and numeracy skills in order to make the intervention sustainable

(c) To ensure quality of learning through the adoption of appropriate methodologies and strategies

(d) To provide a basic framework that can facilitate the standardization and certification of literacy and numeracy programmes.

(e) To facilitate mainstreaming of neo-literate in formal system of education

(f) ✓ All of the above

24. According to Pakistan Education for All (EFA) _____, there is a large stock of 6.7 million out of school children; of which 55 percent are girls which for years have posed a major obstacle in achieving EFA targets:

- (a) ✓ Review report 2015
(b) Review report 2014
(c) Review report 2013
(d) Review report 2012
(e) None of these

25. Give the full name of UPE?

- (a) United Public Enterprise
(b) ✓ Universal Primary Education
(c) Universal Productivity Energy
(d) None of these

26. Millennium Development Goals (MDGs) of Education will be achieved by the cooperation of:

- (a) World Bank
(b) ✓ UNO
(c) SAARAC (d) None of these

27. What is the budgetary allocation to education in Pakistan?

- (a) 1% of GDP
(b) ✓ 2% of GDP

3% of GDP

(c) None of these
33. By which programme the aims at substantial expansion in levels of education as well as improvements in the quality of education, increase public expenditure on education to reach 4.0 percent of GDP by 2018:

- (a) Pakistan vision 2020
(b) ✓ Pakistan vision 2025
(c) Pakistan vision 2015
(d) None of these

34. According to the latest Pakistan social and living standards measurement (PSLM) survey 2013-14, the literacy rate of the population (10 years and above) is 58 percent as compared to 60 percent in 2013-13 showing a decline of:

- (a) ✓ 2.0 percent
(b) 4.0 percent
(c) 6.0 percent
(d) None of these

35. Mention the best suitable method of testing to assess the literacy and numeracy drive in education process.

- (a) Question and Answer
(b) Subjective
(c) Interview (d) ✓ MCQs

36. Which testing method should be used to measure what the student has learned?

- (a) Informal test
(b) Formal test
(c) Dynamic test
(d) ✓ State (Summative) test

37. Which world organization supporting the Government of Punjab for approving the quality of education in the province?

- (a) UNESCO
(b) UNICEF
(c) ✓ DFID (Department for International Development)
(d) World Bank

38. The literacy programmes attempt to reach the out-of-school population (age 10+) who never went to school or who dropped out before learning to

read and write independently and/or before completing _____

- (a) ✓ Primary education
(b) Secondary education
(c) Higher secondary education
(d) None of these

39. Initial outlines of the national curriculum for literacy were first reflected in the National Guidelines for Youth and Adult Literacy. It was announced in which year:

- (a) 2004 (b) ✓ 2005
(c) 2006 (d) 2007

40. Our Ministry of Education with technical support of _____ and ESRA, initiated the process for development of a national curriculum for literacy during 2006:

- (a) ✓ UNESCO (b) IMF
(c) ASEAN (d) None of these

41. A Steering Committee was constituted by the Ministry of Education to oversee and extend guidance in the process of _____ curriculum through a consultative process. The Steering Committee consisted of representatives and experts from National Commission for Human Development (NCHD), Allama Iqbal Open University (AIOU), The Pakistan Education Foundation (PEF), Pakistan National Commission for UNESCO (PNCU), Education Sector Reforms Assistance (ESRA) Program, UNESCO, and the Curriculum Wing and the Projects Wing of the Ministry of Education:

- (a) ✓ Development of literacy
(b) Economic development
(c) Social development
(d) None of these

42. "This approach aims at integrating functional literacy contents into the basic literacy primers in the form of key words, meaningful sentences, and small paragraphs. Inclusion of such indirect and direct messages in the basic literacy primers will provide teachers an opportunity to elaborate

messages behind those key words or sentences through verbal explanations". It is about which action

- (a) Intuition approach
- (b) Reflective learning
- (c) Oral transmission
- (d) Supplementary readers
- (e) None of these

38. Acquisition of Literacy and Numeracy Skills is the _____ towards independent and lifelong learning.

- (a) First step
- (b) Second step
- (c) Third step
- (d) Fourth step

39. What are the different competencies to approve the literacy and numeracy drive?

- (a) Personal competencies (learning to be)
- (b) Cognitive competencies (learning to know and learn)
- (c) Relational or social competencies (learning to live together)
- (d) Productive competencies (learning to do)
- (e) Transformational competencies (learning to change)
- (f) All of the above

40. What are the communicational competencies?

- (a) Reading
- (b) Writing
- (c) Listening
- (d) Speaking
- (e) All of the above

41. Some of the generic or instrumental competencies that can be developed in a cross-curricular manner include:

- (a) Critical and analytical thinking
- (b) Creative problem solving
- (c) Identification and assessment of opportunities
- (d) Independent learning skills and attitude
- (e) All of the above

42. The learners may be divided into _____ groups in the context of national language

- (a) Urdu as mother tongue

- (b) Urdu as bilingual need
- (c) Urdu as second language
- (d) Urdu as foreign language
- (e) All of the above

43. Specific objectives of the National Curriculum for Literacy are:

- (a) To develop language skills (listening, speaking, reading and writing) for effective communication in the required language and to continue learning
- (b) To develop numeracy skills and problem solving skills for application in daily life
- (c) To apply knowledge of ethical and religious norms and values to all spheres of life
- (d) To enhance awareness related to practical uses of science and technology, including mass media and ICTs
- (e) To develop responsible attitude towards environment and health through scientific knowledge
- (f) To enhance appreciation for family and community life through inculcating positive values and attitudes, including gender sensitivity
- (g) To use acquired life skills to change living conditions of oneself on the basis of informed and responsible decisions
- (h) To enhance independent and positive critical thinking.
- (i) All of the above

44. Description, Objectives and Expected Outcomes of Literacy Level:

- (a) Level 1 (equivalent to class 1+ assessment standard)
- (b) Level 2 (equivalent to class 2+ assessment standard)
- (c) Level 3 (equivalent to class 4+ assessment standard)
- (d) All of the above

45. In order to effectively implement the curriculum framework which of the

strategies and support measures are recommended

- (a) All material developers before embarking upon the task of developing specialized materials should ascertain what is already available and what can be slightly modified or adapted to suit specific learning objectives and at what level.

- (b) Program monitoring will enable implementers to foresee problems and to make amendments in programs / plans to rectify the deficiencies

- (c) Openness and flexibility in the implementation of the curriculum framework will be decisive for its functionality and success of the literacy program

- (d) Use of multiple resource materials which can be applied to real life situations should be used for promoting literacy skills.

- (e) All of the above

46. Language with Listening/ Speaking and Understanding concepts/contents contains

- (a) Alphabets (basic, dots, characters, diacritics).
- (b) Shapes of letters (initial, middle, last and isolated).
- (c) Ligatures/ syllables consisting of two, three, four or five characters combinations with and without vowels.
- (d) Words having all forms of letters and their diacritics.
- (e) All of the above

47. Learning/Learning Activities consist of

- (a) Motivational activities and strategies related to personal issues
- (b) Showing pictures Analysis of pictures and questioning about their names, combination,

functions and activities as per methodology or strategy.

- (c) Discussion on day to day matters depicting pictures, charts graphs, news, events.

- (d) All of the above

48. Assessment of Learning Outcomes containing

- (a) Reading the digits up to the numbers of 1000 and in words upto number 50.

- (b) Reading specific words and simple sentences having nouns, verbs and the objects in their syntactic arrangements.

- (c) Reading a paragraph with understanding and answering the questions orally

- (d) All of the above

49. What is the nature of functional literacy?

- (a) This type of literacy is an urgent need in the present age of information and technology

- (b) Functional literacy includes post literacy, education, life-long learning and independent learning

- (c) (a) & (b)

50. The themes considered most important for inclusion in the functional literacy curriculum are

- (a) Islamic Education and Teachings

- (b) Values and Attitude

- (c) Ethics

- (d) Rights and Responsibilities

- (e) Our Environment and its Protection

- (f) Health and Nutrition

- (g) Mother and Child Care

- (h) Road Safety

- (i) Disaster Management

- (j) Life Skills (Conflict Resolution, Decision Making etc).

- (k) All of the above

Non-Salary Budget (NSB) (Study Material)

Introduction: The education budget for the Punjab as a share of the total budget has increased considerably. Punjab government on Friday announced a balanced budget of Rs. 742 billion, registering an increase of 40 percent over the ongoing fiscal year's budget. The education budget saw an increase of Rs. 50.6 billion in 2015-16, a significant rise of 19.5 per cent over the allocated budget in 2014-15. Even in supplementary budget 2016 amount enhanced. The amount of Rs. 60.2 billion earmarked for education in 2015-16 constitutes 21.4 percent of the provincial budget for Punjab, going down from 24 percent in 2014-15. The percentage share of education in Punjab's overall budget has gone down from 26 percent in 2013-14 to 21.4 percent in 2015-16.

White Paper Government of the Punjab: According to the Budget 2015-16 White Paper issued by the Government of Punjab, major targets fixed for 2015-16 related to school education include provision of missing facilities in 7,500 schools of the province, provision of 100 classrooms in 9th secondary higher secondary schools having highest enrolment, provision of 2500 additional classrooms in schools having highest enrolment, reconstruction of 4,727 dangerous school buildings, provision of solar solution to 5,000 off-grid and 5,000 other schools and opening of 500 new schools in Punjab.

Completion of all the above mentioned initiatives and to address other budgetary needs of education system, the budget for school education has been increased from Rs. 48.4 billion in 2014-15 to Rs. 62.6 billion in 2015-16; an upsurge of 29 percent. The budget earmarked for school education in 2015-16 includes 47 per cent non-development budget to go with 53 per cent development budget.

Following are some of the highlights of school education budget of Punjab 2015-16:

Reconstruction of Dangerous School Buildings

Recently there has been a debate around dangerous school buildings and the need of government prioritization in this regard. Education budget proposals for Punjab 2015-16 developed by Institute of Social and Policy Sciences (ISAPS) and signed by all political parties during a meeting of Punjab Conference (APC) held in Lahore also proposed a significant amount to be allocated for dangerous school buildings in Punjab. Punjab currently has 859 school buildings which are completely dangerous whereas 3,868 school buildings are partially dangerous in the province. For reconstruction of these 4,727 dangerous school buildings, a budget of Rs. 8.52 billion has been apportioned in 2015-16.

Programme Monitoring and Implementation Unit

A budget of Rs. 20.5 billion has been apportioned for Programme Monitoring and Implementation Unit (PMIU) in 2015-16, registering an increase of 45 per cent (Rs. 14.1 billion, in the previous year's allocation). The budget for PMIU has been increased significantly from Rs. 14.1 billion in 2014-15 to Rs. 20.5 billion in 2015-16; an increase of 45 per cent in 9 years. The budget of Rs. 20.5 billion for the upcoming fiscal year includes Rs. 14 billion for augmentation of non-salary component for School Councils (SCs) in Punjab under Non-Salary Budget (NSB) scheme, Rs. 3.6 billion for free textbooks (plus Rs. 29 million for distribution) for students under Punjab Education Sector Reform Programme (PESRP), and Rs. 2.9 billion for 16 selected districts of Punjab and Rs. 290 million for

1-SAPS in its education budget proposals for 2015-16 had also allocated Rs. 14 billion for SCs in all the districts of Punjab.

Teacher Training

With the international focus shifting towards ensuring inclusive, equitable and quality education opportunities for all, professional development of teachers is one of the keys to success in the post-MDGs period. With this in mind, the Punjab government has increased in-service teacher training budget from Rs. 2.91 billion in 2014-15 to Rs. 3.59 billion in 2015-16, marking an increase of 9.4 percent. Education budget proposals for Punjab 2015-16 by 1-SAPS had proposed an increase of 15 per cent for in-service teacher training in Punjab. The budget for in-service teacher training has risen smoothly over the last 9 years showing an increase of 83 per cent, from Rs. 1.74 billion in 2007-08 to Rs. 3.19 billion in the budget for upcoming fiscal year 2015-16. Also an allocation of Rs. 1.07 billion has been made for Elementary Teachers Training Colleges in Punjab in the education budget for 2015-16.

Daanish School System

With an aim to provide quality and free education to the poorest sections of the society, Daanish schools were established in the Punjab under the Punjab Daanish Schools and Centres of Excellence Authority Act 2010. The budget for Daanish schools has almost remained consistent over the last 7 years starting from Rs. 3 billion in 2009-10 to the same amount in 2015-16, though it was reduced to Rs. 2 billion in 2012-13 and 2014-15. A separate budget of Rs. 1.8 billion has also been earmarked for establishment of Daanish schools in Punjab. Also Rs. 2 million have been allocated for covering the educational expenses of students from Balochistan who are studying in Daanish Schools in Punjab.

Punjab Examination Commission

Punjab Examination Commission (PEC) is an autonomous body set up by the Government of the Punjab to assess and examine students' learning achievements particularly of grade 2 and 8. For the upcoming fiscal year 2015-16, an amount of Rs. 90.8 million has been apportioned for PEC, registering a significant increase of 15.4 per cent, increasing compared with the budgetary allocation of Rs. 78.7 million in 2014-15.

Punjab Education Foundation

The Punjab Education Foundation (PEF) is an autonomous statutory body formed to encourage and support the efforts of the private sector in providing education to the poor through public-private partnerships. In the budget for 2015-16, PEF has been allocated an amount of Rs. 11.5 billion, increasing its share from Rs. 7.5 billion in the last 2 years.

Punjab Education Assessment System

Consistent with the budgetary allocations in 2014-15, no budget has been set aside for Punjab Education Assessment System (PEAS) in 2015-16 as well.

Chief Minister's Monitoring Force

A budget of Rs. 435 million has been earmarked for Chief Minister's monitoring force in 2015-16 showing a decrease of Rs. 41 million compared with the allocated budget in 2014-15.

The Government of Punjab is committed to providing adequate non-salary recurrent allocations to schools as part of its effort to improve school quality and performance. In order to achieve this, PMIU-PESRP has developed a Need-Based Non-Salary School-Specific Budgeting Formula for nine selected districts of Punjab (one district from each division) for the financial year 2013-14. The Formula is based on the international best practices and applicable to Punjab school, after careful field study and discussions with various stakeholders. The Formula works by allocating weights to different school types, number of students and several other relevant factors.

Under the old mechanism of financing, the Non-salary budget component has been calculated through incremental methods and based on bargaining. Historically, the allocation of budget has been very low and unpredictable. The execution of budget was very irregular and unpredictable. The outcome was that merely 3% of total budget has been allocated to non salary component. The outcome was that merely 3% of total budget has been allocated to non salary component. The outcome was that merely 3% of total budget has been allocated to non salary component.

Under the new financing mechanism, the Non-salary budget component ceiling is fixed at 10% of total budget.

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Based on the agreed NSB funding formula, Government of Punjab has approved Rs. 35 billion as a block allocation of Non Salary Budget (NSB) of schools in nine pilot districts (one from each division of Punjab), in the budgetary provision of PMIL-PESRP for Financial Year 2013-14. Rs. 3,400 million has been allocated in nine pilot districts for the FY2013-14 under the NSB Funding mechanism as compared to the Rs. 1,015.23 million for FY 2011-12 under the old

Sr No	Districts	Entitlement for FY 2011-12 (Rs. Millions)	NSB Entitlement FY 2013-14 (Rs. Millions)
1	Faisalabad	91.05	231.01
2	Lahore	77.33	90.51
3	Multan	75.14	408.43
4	Karnal	137.97	45.19
5	Maharajgarh	68.35	170.65
6	Narwana Sahi	89.92	346.80
7	Rawal	261.45	500.87
8	Sargodha	124.49	511.86
9	Sialkot	82.58	488.67
	Total	1,015.28	3,400.00

The short-term targets will be due at the end of first year. The short-term targets are: Cleanliness 100%, teacher attendance 90%, fictionalization of existing facilities 100%, furniture replacement and purchase of one fourth of the deficient furniture. The long term deliverable will be an increase in the student retention after three years of the NSB. Progress on both short-term and long-term indicators will be monitored by the PMIL-PESRP through its monitoring and evaluation wing. External audit will be conducted by the Auditor General of Pakistan.

External audit will be conducted by the Auditor General of Pakistan. External audit will be conducted by the Auditor General of Pakistan. External audit will be conducted by the Auditor General of Pakistan.

Outlay of current expenditure for FY 2013-14 is estimated at Rs. 549,762,393 million for FY 2012-13. Revised Budget Estimates of Rs 549,762,393 million for FY 2012-13 show a decrease of approximately 10.5%. Broadly, allocations in the current budget for FY 2013-14 have been made in the following principles parameters:

1. While ascertaining the shares of Provincial Allocable and Retained, attention has been made to protect the shares of local governments under PFC Award.

2. However, pending the announcement of new PFC owing to completion of 2012-13, consideration of actual fiscal needs of local governments in FY 2013-14 has also been taken into account in determining the shares of local governments under PFC Award.

3. Allocation of Rs. 7,627,844 million has been made in FY 2013-14 for provision of free medicines in public sector hospitals.

4. Under the Punjab Education Sector Reform Project a provision of Rs. 1,400,000 million has been made for disbursement of grants to all primary to secondary schools, stipend to girls, free text books and management of public sector schools through school councils.

5. This amount also includes a block allocation of Rs. 3,400 million as additional grant for non-salary budget of schools in 9 pilot districts of Punjab. These funds will help school administration school management councils to provide better services to schools.

6. An allocation of Rs. 36,000,000 million has been made for subsidies and pre-poor initiatives in financial year 2013-14 against the budget estimates of Rs. 34,000,000 million in FY 2012-13.

7. Transfers to local Government have been budgeted at Rs. 23,300,000 million in FY 2013-14 against budget estimate of Rs. 210,983,105 million in FY 2012-13. In FY 2013-14 against budget estimate of Rs. 210,983,105 million in FY 2012-13, an additional sum of Rs. 28,000,000 million has been provided for local Governments in FY 2013-14 showing an increase of 13.3% over budget estimates for FY 2012-13.

8. Allocations for the Health Department have increased from Rs. 36,356,545 million in FY 2012-13 to Rs. 44,629,627 million in FY 2013-14 representing an increase of 24% over the budget estimates of FY 2012-13. It is estimated that during FY 2013-14 government will spend an amount of Rs. 97,374,839 million on health sector including the expenditure to be incurred by District Governments.

9. This include the expenditure on development and current sides of the budget both at provincial and district level.

10. Expenditure on the Education Sector has been estimated at Rs. 40,596,539 million in FY 2013-14 against Budget Estimates of Rs. 31,307,272 million in FY 2012-13 showing increase of 30%.

11. It may also be highlighted that during next FY 2013-14 total expenditure on education including that of District Governments is estimated to the tune of Rs. 230,891,382 million.

12. This includes expenditure on current and development sides both at district and provincial level.

13. Expenditure on Pension is pitched at Rs. 74,935,253 million in FY 2013-14 against the revised estimate of Rs. 64,409,390 million in FY 2012-13. Increase in allocations

on this account has been made in accordance with the increasing trend of pension related expenditure of the Government

Estimate of school budget:

1. PMU will allocate the funds for schools according to the NSB formula
2. PMU will inform to EDO (Eda) and EDO (F&P) school's fund
3. Each school will be informed about decided funds
4. Funds will be directly deposited from province to SC account as Special Drawing Account (SDA)
5. FTE and other funds will be deposited in another account (These amounts will not be mixed in SC account)

Usage of funds:

1. Funds will not be used on non listed items in NSB Policy which are:
2. Purchase of Land
3. Any work/ activity which is not in school's premises
4. Purchase of vehicles etc
5. Those items which will not be used in school
6. Those items which are not mentioned in SBAP nor listed items can be fulfilled after the written approval of AEO
7. All Non salary/ recurrent expenditures will be covered from NSB Fund
8. No extra funds will be allocated for non salary expenditures

Identification of School Vision:

1. Vision will help to set the school's objectives
 2. SC and Head Teacher will prepare School's vision
 3. Parents and students will also be the part of this activity
 4. Vision can be
- Provide comfortable and encouraging educational environment to achieve the better results

Identification of School's Objectives/ Aims:

1. 1 to 6 comprehensive objective are sufficient for proper implementation of SBAP and results
2. Objective will be prepared by SC and Head Teacher
3. Objectives set by govt. will be considered as per NSB Policy section 2.3

Identification of School's Need:

1. School needs will be identified according to the SC policy 2007
 2. Daily school's need i.e. educational and learning material will be addressed
 3. Taken steps to reduce Drop out and improve the attendance
- And kind of Changes/ situations which can makes future requirements

Classification/ Categorization of school's need:

1. School needs will be Classified/ categorize in 2 groups for better results
2. Compulsory Needs

Repair & white wash of classrooms, material for gardening, utility bill, accessories for cleaning, cleanliness of school repair of electric wiring, repair of furniture, purchase of furniture, stationary work and drinking water, learning material, learning material for computer

Important Needs:

1. Repair & white wash of building, repair of boundary wall, plantation, stationary for learning & teaching
 2. Purchase of teachers, water tank, first aid box, material
- School's needs can be categorized according to the local situation

Preparation of Budget:

1. SBAP Budget will be prepared for Primary & Elementary schools according to SC policy 2007
2. SBAP SDP will be prepared quantity & quality will be mentioned in plan
3. All item's cost will be mentioned in plan separately

Approval of SBAP:

1. SC and school staff will prepare the SBAP
2. SBAP will be approved in SC meeting through voting according to SC policy 2007
3. Approved SBAP will be sent to AEO for review
4. AEO can point out/ objection on any item(s) and inform to SC in writing, with C to relevant Dy. DEO
5. Objections will be discussed in SC meeting and send the answer to Relevant Dy. DEO
6. Dy. DEO will solve the issue after visiting the school

Implementation of SBAP/ Budget:

1. School head teacher will be responsible to implement
2. Detailed implementation plan will be prepared
3. Purchase items in bulk to reduce the cost
4. Major work/ construction (which can be disturbed the daily school routine function) will be started in summer vacation
5. Procurement and Financial Guidelines for School Councils will be observed like "diversified purchase"

Accounting of SBAP:

1. Cash Book (Record for cash transaction)
2. Cash amount transaction will be recorded
3. Head teacher will paste the Receipts of purchased items and & CNIC copy of purchaser in paste file
4. School bank transactions detail (check #, date of issuance and name of person) will be entered in cash book
5. SC can permit to head teacher to carry any specific amount, not more than Rs 5000/- in hand for daily expenses
6. Head teacher can draw more than Rs 5000/- as per need in one day
7. In case of Rs 10000/- or above amounts for any item(s) will be paid through cross check

Accounting of SBAP:

1. Inventory Register (Record for material detail)
2. Schools will prepare the inventory register
3. All items available in school will be entered in school's inventory register
4. New purchased material will be entered in inventory register

Monitoring:

1. SBAP will be discussed and monitored in monthly SC meeting according to SC policy 2007 and below mentioned actions will be discussed and checked
2. Are the expenses according to the budget?
3. Are the division of resources considered?
4. Are the work progress is according to the timeline
5. Are the results of SBAP according to the govt target
6. Procurement and Financial Guidelines for School Councils are observed

on this account has been made in accordance with the increasing trend of pension related expenditure of the Government

Estimate of school budget:

1. PMU will allocate the funds for schools according to the NSB formula
2. PMU will inform to EDO (Edu.) and FDO (I & P) school's fund
3. Each school will be informed about decided funds
4. Funds will be directly deposited from province to SC account as Special Drawing Account (SDA)
5. FTF and other funds will be deposited in another account (these amounts will not be mixed in SC account)

Usage of funds:

1. Funds will not be used on non listed items in NSB Policy which are:
2. Purchase of Land
3. Any work activity which is not in school's premises
4. Purchase of vehicles etc
5. Those items which will not be used in school
6. Those items which are not mentioned in SBAP non listed items can be fulfilled after the written approval of AEO
7. All Non salary recurrent expenditures will be covered from NSB Fund
8. No extra funds will be allocated for non salary expenditures

Identification of School Vision:

1. Vision will help to set the school's objectives
 2. SC and Head Teacher will prepare School's vision
 3. Parents and students will also be the part of this activity
 4. Vision can be
- Provide comfortable and encouraging educational environment to achieve the better

Identification of School's Objectives/Aims:

1. 3 to 6 comprehensive objective are sufficient for proper implementation of SBAP and results
2. Objective will be prepared by SC and Head Teacher
3. Objectives set by govt. will be considered as per NSB Policy section 2.3

Identification of School's Need:

1. School needs will be identified according to the SC policy 2007
2. Daily school's need i.e. educational and learning material will be addressed
3. Taken steps to reduce Drop out and improve the attendance

Addressed of Changes situations which can makes future requirements:

Classification/Categorization of school's need:

1. School needs will be Classified/categorize in 2 groups for better results

Compulsory Needs:

Repair & white wash of classrooms, material for gardening, utility bill, accessories for cleanliness of school repair of electric wiring, repair of furniture, purchase of furniture, sanitary work and drinking water, learning material, learning material for

Important Needs:

office, temporary teachers, water tank, first aid box, material

School's needs can be categorized according to the local situation

Preparation of Budget:

1. SBAP Budget will be prepared for Primary & elementary schools according to SC policy 2007
2. SBAP SBP will be prepared, quantity & amounts will be mentioned in plan
3. All items cost will be mentioned in plan separately

Approval of SBAP:

1. SC and school staff will prepare the SBAP
2. SBAP will be approved in SC meeting through voting according to SC policy 2007
3. Approved SBAP will be sent to AEO for review
4. AEO can point out/ objection on any item(s) and inform to SC in writing with CC to relevant Dy. DEO
5. Objections will be discussed in SC meeting and send the SBAP to be revised Dy. DEO
6. Dy. DEO will solve the issue after visiting the school

Implementation of SBAP/ Budget:

1. School head teacher will be responsible to implement
2. Detailed implementation plan will be prepared
3. Purchase items in bulk to reduce the cost
4. Major work/ construction (which can be disturbed the daily school routine functions) will be started in summer vacation
5. Procurement and Financial Guidelines for School Councils will be observed (see 1) diversified purchase

Accounting of SBAP:

1. Cash Book (Record for cash transaction)
2. Cash amount transaction will be recorded
3. Head teacher will paste the Receipts of purchased items and & CNIC copy of purchaser in paste file
4. School bank transactions detail (check #, date of issuance and name of person) will be entered in cash book
5. SC can permit to head teacher to carry any specific amount not more than Rs. 50,000 in hand for daily expenses
6. Head teacher can draw more than Rs. 5000/- as per need in one day
7. In case of Rs. 10000/- or above amounts for any item(s) will be paid through cross check

Accounting of SBAP:

1. Inventory Register (Record for material detail)
2. Schools will prepare the inventory register
3. All items available in school will be entered in school's inventory register
4. New purchased material will be entered in inventory register

Monitoring:

1. SBAP will be discussed and monitored in monthly SC meeting according to SC policy 2007 and below mentioned actions will be discussed and checked
2. Are the expenses according to the budget?
3. Are the division of resources considered?
4. Are the work progress according to the timeline
5. Are the results of SBAP according to the govt target
6. Procurement and Financial Guidelines for School Councils are observed

- Both M1 & M2 will observe the govt targets
- Performance of contract or will be observed
- SE can review the project and take decision regarding continuation of project, change in change in timeline and also terminate the project

Reporting:

1. SE will check the progress on quarterly basis
2. School will send the quarterly expense report and progress report of SBAP to Dy Director and DMO
3. These expense detail and report will be provided to M1 & M2
4. School will take bank statement on quarterly basis

Audit of SBAP:

1. Auditor General government of Pakistan will audit the incomes and expenditures
2. Govt have liberty to nominate a 3rd party for audit
3. Audit will be made in selected schools every year

NON-SALARY BUDGET EXPENDITURE REVIEW IN NINE DISTRICTS OF THE PUNJAB

Through the Programme Monitoring Implementation Unit (PMIU) the SED, Punjab developed a school-specific formula for non-salary budgets. The formula is a new way of allocating non-salary funding in all government schools based on specific school and student characteristics. This is the start of the transition away from Normative Financing to Performance financing. The Finance Department approved Rs. 3.5 billion for the NSB scheme in FY 2014 and this amount covered primary, elementary, high and higher secondary schools. The formula is being provided to cover the non-salary related recurrent costs of schools. It is to be used by schools to spend on everyday expenditure for the general upkeep and functioning of the school and to support student learning e.g. office supplies, sports equipment, electricity, cleaning, teaching and learning materials, furniture and practical subjects.

1. All government schools (from primary to higher secondary schools) receive school specific needs based funding to spend on any items which they professionally feel will improve the teaching and learning process. Primary elementary schools receive funds in newly opened dedicated school bank accounts. Secondary schools use the existing public financial management system. The NSB scheme is being rolled out in phases: phase one began in FY2013/14 where 9 districts (Muzaffargarh, Nankana, Okara, R.Y. Khan, Sargodha, Sialkot, Chakwal, Chiniot and Khanewal) received a total of PKR 3.5 billion; phase 2 in FY 2014/15 enrolled another 9 districts; the final phase will include the remaining districts in FY 2015/16 into the scheme.
2. An expenditure review was conducted to: a) monitor compliance of the implementation of the NSB scheme with the objectives of the scheme; b) assess effects of the implementation of the NSB scheme on primary and elementary schools up to June 2014, and c) provide a basis for proposing improvements in the way subsequent phases of the NSB roll-out are implemented. Semi-structured interviews were conducted with officials working on the disbursement process at the Punjab School Education Department and in the 9 pilot districts (Muzaffargarh, Nankana, Okara, R.Y. Khan, Sargodha, Sialkot, Chakwal, Chiniot and Khanewal) in a sample of schools. These included DDF (PMIU), Finance department, SED, DCO, EDO, I & P, District District Account Office, DEO, DDEO, AEO and head teachers. Data collection for the NSB expenditure review was made in 400 schools of the 9 districts. Total respondents were 1372. The data was compiled into the CVS format for further analysis.

Non-Salary Budget (NSB) - MCQs

What is the correct answer:

1. The government of Punjab introduced 'Non-Salary Budget (NSB)' for the promotion of:

- (a) School quality and performance of educational standards
- (b) college quality and performance of educational standards
- (c) University quality and performance of educational standards
- (d) None of these

2. In which fiscal year the Government of Punjab introduced the 'Non Salary Budget' in the province

- (a) 2011-12
- (b) 2013-14
- (c) 2014-15
- (d) None of these

3. Identify the defining objective of the non-salary budgeting

- (a) To empower school management and school council
- (b) To improve and ensure retention of children in school
- (c) To reduce the budgetary constraints of school
- (d) All of the above

4. Mention the proposed outcomes of the non-salary budget of the Punjab Government for the promotion of education:

- (a) Repair of furniture and other items
- (b) Maintenance of school building
- (c) Teacher's attendance
- (d) Care of playground
- (e) All of the above

5. PEF stands for:

- (a) Punjab Education Foundation
- (b) Punjab Electric Foundation
- (c) Punjab Extension Forum
- (d) None of these

6. SBAP stands for:

- (a) State Bank Advisor of Pakistan

7. The School Based Action Plan (SBAP) is a:

- (a) School Based Action Plan
- (b) Service Based Action Plan
- (c) None of these
- (d) PEF stands for

8. The PEF stands for:

- (a) Punjab Education Foundation
- (b) Punjab Electric Foundation
- (c) Punjab Extension Forum
- (d) None of these

9. Non Salary Budget (NSB) policy consists of:

- (a) To state the retention of students in school
- (b) Improving the educational standards and environment for students
- (c) Improving the physical environment in the schools
- (d) All of the above

10. Within the ambit of fiscal policy of non-salary budget headmaster can purchase the furniture for school:

- (a) He can purchase by taking half amount against the total value of the furniture
- (b) He can purchase the furniture within the amount of non-salary budget
- (c) He cannot purchase within the amount of non-salary budget
- (d) None of these

11. By which section of the non-salary budget the headmaster used the fund in his discretion:

- (a) S.2.1
- (b) S.2.2
- (c) S.2.3
- (d) S.2.4

In the fiscal year 2015-16, the budget for Programme Monitoring and Implementation Unit (PMIU) has been raised at the tune of Rs

- (a) 8.2 billion (b) 8.4 billion
(c) 8.6 billion (d) 8.8 billion

13. In the fiscal year 2015-16 how many billion allocated for school councils in Punjab under the NSB policy?

- (a) 0 billion (b) 12 billion
(c) 14 billion (d) 16 billion

14. Mention the amount which was allocated for providing free textbook under Punjab Education Sector Reform Programme (PESRP)

- (a) 2 billion (b) 2.5 billion
(c) 3 billion (d) 3.6 billion

15. PESAPS stands for

- (a) ✓ Institute of Social and Policy Sciences
(b) Institute of Social Work and Policy Sociology
(c) Institute of Social Application and Prospective Studies
(d) None of these

16. Punjab Daatash Schools and Centers of Excellence Authority Act were passed in which year?

- (a) 2009 (b) ✓ 2010
(c) 2011 (d) 2012

17. PEC stands for

- (a) ✓ Punjab Examination Commission
(b) Punjab Electric Company
(c) Punjab Ecological Center
(d) None of these

18. In the Budget of 2015-16 how much amount was fixed for Elementary Teachers Training Colleges in Punjab?

- (a) 1 billion (b) ✓ 1.07 billion
(c) 2 billion (d) 3 billion

19. In the budget 2015-16 how much amount was fixed for establishment of Daatash schools in Punjab?

- (a) ✓ 1.8 billion rupees
(b) 2 billion rupees

(c) 1 billion rupees
(d) None of these
20. PEAS stands for

- (a) ✓ Punjab Education Assessment System
(b) Punjab Electric Authority System
(c) Pakistan Electronics Surgical Supply
(d) None of these

21. Mention the authority/department which budget was withdrawn by the Government of Punjab?

- (a) ✓ Punjab Education Assessment System
(b) PEAS
(c) Programme Monitoring and Implementation Unit
(d) Punjab Education Foundation

22. Punjab Government has increased its service teacher training budget from Rs. 291 billion in 2014-15 to Rs. _____ in 2015-16:

- (a) ✓ 3.19 billion
(b) 4 billion
(c) 5 billion
(d) None of these

23. Estimate of school budget relates to

- (a) PMR will allocate the funds for schools according to the NSB formula
(b) PMIU will inform to LDC (Edu.) and EDO (I&P) school's fund
(c) Each school will be informed about decided funds
(d) Funds will be directly deposited from province to SC account as Special Drawing Account (SDA)
(e) FTF and other funds will be deposited in another account (These amounts will not be mixed in SC account)

(f) ✓ All of the above
24. What is the criteria of usage of funds.

25. Funds will not be used on non-listed items in NSB Policy which are

- (b) Purchase of land
(c) Any work activity which is not in school's premises
(d) Purchase of vehicles etc
(e) Those items which will not be used in school
(f) Those items which are not mentioned in SBAP/ non-listed items can be fulfilled after the written approval of AEO

26. All Non salary recurrent expenditures will be covered from NSB Fund

- (a) No extra funds will be allocated for non salary expenditures
(b) All of the above

27. Identification of School Vision covers

- (a) Vision will help to set the school's objectives
(b) SC and Head Teacher will prepare School's vision
(c) Parents and students will also be the part of this activity
(d) ✓ All of the above

28. Vision can be

- (a) ✓ "Provide comfortable and encouraging educational environment to achieve the better results"
(b) To promote sports in school

(c) (a) & (b) (d) None of these
29. Identification of School's Objectives/Aims are

- (a) Objective will be prepared by SC and Head Teacher
(b) Objectives set by govt will be considered as per NSB Policy
(c) ✓ (a) & (b) (d) None of these

30. Classification/Categorization of school's need

(a) All school needs will be classified categorized in 2 groups for better results

(b) Compulsory Needs

(c) ✓ (a) & (b) (d) None of these

29. Preparation of Budget contain:

(a) SBAP Budget will be prepared for Primary & Elementary schools according to SC policy 2007

(b) SBAP/SDP will be prepared quantity & quality will be mentioned in plan

(c) All items cost will be mentioned in plan separately

(d) ✓ All of the above

30. Approval of SBAP by which authorities

(a) SC and school staff will prepare the SBAP

(b) SBAP will be approved in SC meeting through voting according to SC policy 2007

(c) Approved SBAP will be sent to AEO for review

(d) AEO can point out objection on any item (s) and inform to SC in writing with LDC to relevant Dy DDO

(e) Objections will be discussed in SC meeting and send the answer to Relevant Dy DDO

(f) Dy DDO will solve the issue after visiting the school

(g) ✓ All of the above

31. Implementation of SBAP Budget

(a) School head teacher will be responsible to implement

(b) Detailed implementation plan will be prepared

(c) Purchase items in bulk to reduce the cost

(d) Major work construction (which can be disturbed the daily school routine functions)

will be started in summer vacation

- (e) Procurement and Financial Guidelines for School Councils will be observed

(f)✓ All of the above

32. Accounting of SBAP containing:

- (a) Cash Book (Record for cash transaction)

- (b) Cash amount/ transaction will be recorded

- (c) Head teacher will paste the Receipts of purchased items and & CNIC copy of purchaser in paste file

- (d) School bank transactions detail (check #, date of issuance and name of person) will be entered in cash book

- (e) SC can permit to head teacher to carry any specific amount not more than Rs. 5000/- in hand for daily expenses

- (f) Head teacher can draw more than Rs. 5000/- as per need in one day

- (g) In case of Rs. 10000/- or above amounts for any item(s) will be paid through cross check

(h)✓ All of the above

33. Accounting of SBAP covers:

- (a) Inventory Register (Record for material detail)

- (b) Schools will prepare the inventory register

- (c) All items available in school will be entered in school's inventory register

- (d) New purchased material will be entered in inventory register

(e)✓ All of the above

34. SBAP represents the

- (a) SBAP will be discussed and monitored in monthly SC meeting according to SC policy 2007 and below mentioned

actions will be discussed and checked

- (b) Are the expenses according to the budget?

- (c) Are the division of resources considered?

- (d) Are the work progress according to the timeline

(e)✓ All of the above

35. Reporting is the major item of budgetary system:

- (a) SC will check the progress on quarterly basis

- (b) School will send the quarterly expense report and progress report of SBAP to Dy. DEO and DMO

- (c) These expense detail and report will be provided to MEAs

- (d) School will take bank statement on quarterly basis

(e)✓ All of the above

36. Audit of SBAP:

- (a) Auditor General government of Pakistan can audit the incomes and expenditures

- (b) Govt. have liberty to nominate any 3rd party for audit

- (c) Audit will be made in selected schools every year

(d)✓ All of the above

37. The provision of Non-Salary Budget

approved by the chief minister, which was vital for schools under the government's big reform agenda "Parho—Punjab. Barho—Punjab":

- (a)✓ Non-Salary Budget

- (b) PLF (c) FTF

- (d) None of these

Farogh-e-Taleem Fund (Punjab)

(Study Material)

Farogh-e-Taleem Fund.

1. The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school.

2. All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at a scheduled Bank.

3. The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.

4. All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.

Farogh-e-Taleem Fund: Section 12 provides for establishment of Farogh-e-Taleem Fund by the SMB. For last many years, FTF has been a major contributor of resources for student expenditure of the schools in Punjab. The idea of FTF is really good and has already proved its success but the practice has been that the fund was collected from the students this practice is in clear contravention with RTE as well as section 3 of this law that prohibits collection of any charges from the students or parents.

Recommendations:

- (a) To make sure that the law is not violated in the garb of the law itself, it is suggested that the word "student" be deleted from section 12 so that students are not asked to pay anything in the school. The SMB with the help of school administration and staff should mobilize parents and community to collect FTF.

- (b) To curb the chances of collection of FTF from the students the law must clearly state that this fund cannot be collected from students and that the administration doing so shall be liable to punishment for violation of this law.

Following the "School Paise", a research study launched by Centre for Peace and Development Initiatives (CPDI), has revealed that around 97 per cent students are still paying monthly fee in public schools despite the slogan of free education for all by the Punjab government.

The study has been completed by using Public Expenditure Tracking Survey (PETS) in districts of Jhang and Toba Tek Singh. It further reveals that due to the insufficient educational funds by the government, the schools generate more than 50 per cent of the resources on their own.

The public schools charge Rs 20 per student per month to the Education Promoter Fund, commonly known as Farogh-e-Taleem Fund (FTF), by which 99 per cent of the schools in Jhang generate 60-7 per cent of their total income.

District Jhang is one of the low performing districts of Punjab in terms of education and has primary net enrolment rate of 52 per cent for girls and 58 per cent for the boys while in Toba Tek Singh, the secondary schools are equipped with most of the basic educational facilities and infrastructure, but many of the primary and elementary schools are deprived of such basic facilities including furniture for teachers and students, drinking water, washrooms, sports equipment, computer labs etc.

Parents in both districts had to bear out-of-pocket expenditures on account of admission fee, examination fee, maintenance fund, stationery cost, student fund, school leaving fee and many more which is the clear infringement of Article 25-A of the Constitution of Pakistan.

The analysis of the budgetary data shows leakage of 38 per cent and 2 per cent in the non-salary budget for the FY 2009-10 and 2011-12 respectively. Similarly, 2.86 per cent leakage was observed in the resources of primary schools in FY 2012-13 in Toba Tek Singh.

Both studies covered various dimensions, which include tracking budgetary allocation and leakages, looking for the available facilities and the level of satisfaction of parents, the income and expenditure of the schools, information about the school councils, monitoring and evaluation mechanism and income and expenditure patterns of schools among others in Jhang and Toba Tek Singh.

CPDI Program Manager emphasised that government should make efforts to provide missing facilities, especially in primary schools and increase the allocation for operation expenditure of schools up to 12 per cent of the current budget.

CPDI Manager said that the district government should issue orders to the school management authorities to ensure the implementation of "Punjab Free and Compulsory Education Act, 2014" and make sure that the students are not charged for education by any means, hence avoiding the violation of the act as well as Article 25-A of the Constitution.

These suggestions made for the improvement of the education system

- > A building structure
- > The area of the school should be around an acre or more
- > class rooms should be big enough to provide atleast one sq mtr for each student
- > Should be enough space for children to play
- > availability of furniture like cupboards, benches, boards etc
- > staff rooms for faculty
- > atleast one computer lab
- > rooms for extra curricular activities
- > Toilet facilities for girls & boys separate
- > security measures
- > internet connectivity

we must now see how much would it cost to have these minimum infra in a school and how can funds be raised to cover various needs. The burden can be shared, the government can bear the cost of building while funds for benches, computers, security, sports facilities can be raised from public. I am not an expert on these matters but its my dream to quit my job & work one day in this field.

The provision of basic facilities to schools from Farogh-e Taleem Fund:

School head is responsible for the provision of basic facilities like drinking water and electricity to schools from Farogh-e Taleem Fund. They are restricted to spend this Farogh-e Taleem Fund with the approval of Education Department.

During the meeting, the EDO directed the heads to arrange CCTV cameras and metal detectors from their respective Farogh-e-Taleem Fund (FTF) monies.

School heads, however, complained of facing shortage of funds to buy the equipment. They pointed out that the schools collect only Rs20 from each student per year, and there were some schools where the total strength of students was under 120.

"The EDO has asked the headmasters who could not put together the amounts from their own funds to let him know of this," a school head said on condition of anonymity. He opined that the government should bear the cost of equipment.

Headmasters also demanded that a body should be set up to monitor the security arrangements of schools across the district to ensure the steps are not just stop-gap fixes.

The heads were also directed to allocate a separate room or area where parents could meet their children. "The entry of 'random' people should be strictly banned as the nation cannot afford another Peshawar-like tragedy," Haq directed all the heads.

"Lack of boundary walls not only affect educational activities but also pose a severe threat to students' lives," said Hamid Ali Shah, the district president of Punjab Teachers' Union. "School funds should have been released much earlier, 'But we are at the habit of taking steps after a tragedy takes place.'"

Talking to *The Express Tribune*, EDO Haq said that the construction of boundary walls will be initiated soon. "There is no room for negligence... efforts will be made to complete the work as soon as possible".

On FTF monies, he said that the government provides each primary school with Rs20,000, middle schools with Rs50,000, and high schools with Rs80,000.

Farogh-e-Taleem Fund (Punjab) - MCQs

Write the correct answer:

1. Farogh-e-Taleem Fund (FTF) Punjab established under which law?

- (a) ✓ Punjab Free and Compulsory Education Bill 2014
- (b) Non-Salary Budget 2014
- (c) Educational Policy 2009
- (d) None of these

2. Farogh-e-Taleem Fund came into existence on:

- (a) 1st August 2014
- (b) ✓ 1st October 2014
- (c) 1st November 2014
- (d) 1st December 2014

3. What is the major purpose of Farogh-e-Taleem Fund?

- (a) To promote sports events in school
- (b) For the promotion of library of the school
- (c) ✓ Free and compulsory education
- (d) None of these

4. School management committee the funds from the heads of Farogh-e-Taleem Fund spent on:

- (a) To promote sports events in school
- (b) For the promotion of library of the school
- (c) ✓ Free and compulsory education
- (d) None of these

5. In this fund which age group of students may take benefit?

- (a) 5 to 10 years
- (b) 6 to 11 years
- (c) 8 to 12 years
- (d) ✓ 4 to 16 years

6. The amount of Farogh-e-Taleem Fund deposited in:

- (a) School office
- (b) AEO office
- (c) ✓ Any scheduled bank
- (d) None of these

7. Who are authorised for withdrawn the amount of Farogh-e-Taleem Fund?

- (a) One member only
- (b) ✓ Two members
- (c) Four members
- (d) Six members

8. According to the spirit of Farogh-e-Taleem Fund in which grade/year the beneficiaries availed the chance:
- (a)✓ May completing 10 years education
- (b) May completing 11 years education
- (c) May completing 12 years education
- (d) None of these
9. In 2014 which Government introduced the Farogh-e-Taleem Fund for the promotion of education?
- (a) Government of Pakistan
- (b)✓ Government of Punjab
- (c) Government of Sindh
- (d) Government of KPK
- (e) Government Balochistan
- (f) None of these
10. Give the actual statement of Farogh-e-Taleem Fund which is produced in Pakistan Free and Compulsory Education Bill, 2014?
- (a) The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school.
- (b) All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at a scheduled Bank.
- (c) The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.
- (d) All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.
- (e)✓ All of the above

11. In which section of the bill Punjab Free and Compulsory Education, 2014 the said fund was established
- (a)✓ S.12 (b) S.13
- (c) S.14 (d) S.15
12. CPDI stands for:
- (a)✓ Centre for Peace and Development Initiatives
- (b) Centre for Peace and Development Institutions
- (c) (a) & (b) (d) None of these
13. The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law. It is held in which Article of Constitution of the Islamic Republic of Pakistan:
- (a) Article 24 (b)✓ Article 25A
- (c) Article 26 (d) Article 27
14. Mention the district of Punjab which is one of the low performing in terms of primary net enrolment rate:
- (a) Norawal (b) Kasur
- (c)✓ Jhang (d) D.G. Khan
15. PEFS stands for:
- (a)✓ Public Expenditure Tracking Survey
- (b) Public Exchequer Tracking Survey
- (c) (a) & (b) (d) None of these

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Child Friendly Atmosphere Inspires Learning

Every school should serve as the second home of every learner. It is the thrust of the Department of Education to create child friendly schools in every community. A rights-based and friendly school system is one which:

1. Promotes a quality learning environment and outcomes where children master the essential skills of writing, reading, speaking, listening, mathematics and life skills. Children think critically, ask questions and express opinions. Children as active learners learn by doing and working cooperatively in pairs and in groups. Children are able to express their opinions about school work and school life. Children work together to solve problems and achieve learning objectives. Children's creativity through music, arts, drama, etc. are encouraged and supported.

2. Provides positive experiences for all children and promotes psychosocial development, self-esteem and self-confidence of children such that there are no bullying nor any form of violence in school. No corporal punishment and teachers use non-aggressive styles of discipline instead of physical punishment. Explicit school policy of non-tolerance for bullying. Clear guidelines for conduct between students, and between students and teachers. Children are protected from substance abuse, sexual exploitation and all forms of abuse. Negative comments about children's performance are always coupled with constructive suggestions.

3. Promotes tolerance of diversity and caring for children where equality between boys and girls and between children of different ethnic, religious and social groups. Materials used by children avoid stereotypes and biases. Teachers model supportive behavior towards children in distress. Children are not publicly ranked based on performance. No children are excluded from activities by peers. Schools adjust to meet the differing needs and circumstances of children.

4. Teaching strategy is child-centered. Curriculum and learning methods are appropriate to the child's developmental level, abilities and learning styles. Curriculum corresponds to the competence needs of children as well as the learning objectives of the education system. The needs of children are considered first over the needs of others.

5. Establishes connections between school and family life of children where parents are involved in decisions about the school activities, methods and policies. Parents are invited regularly to dialogue with teachers on children's learning experiences. Parents are encouraged to put into practice at home what children learn in school. Teachers are kept informed of the major changes in the home situation of children. Children are allowed to use their first language during the school day.

6. There is a community-based and flexible system that encourages other stakeholders to participate in the management and financing of education. Allows for decentralized school-based management. Enhances teacher capacity, morale, commitment and status through adequate pre-service training, in-service support and professional development. Status and income.

WHAT MAKES A CHILD-FRIENDLY LEARNING ENVIRONMENT?

In the School: The school environment is:

- (a) A place where children's opinions and needs are included
- (b) A place where peace and gender equity are upheld and differences of class, caste and religion are accepted

- A place where opportunities for children's participation are extended, both inside the classroom and in the community
- Accessible to all, including those with learning disabilities, and those who are pregnant
- Safe and secure, free from violence and abuse, sale or trafficking
- A place where children take responsibility for their learning
- A place where healthy lifestyles and life skills are promoted

Above all, a place where children learn

The school resources:

- Safe water and sanitation facilities, first aid supplies
- Age appropriate furniture and resources within reach (bookshelves, chalkboards)

The Curriculum:

The curriculum should contain at least

Knowledge

- Language
- Mathematics
- Science
- Social studies

Skills:

- Drinking
- Swimming
- Walking

Values

- Human rights
- moral and spiritual values

Processes:

- Age-appropriate, child-centred, gender sensitive and linked to experience
- Freedom of expression, creativity, association, play and recreation free from physical and mental violence, linked to children's rights with key learning outcomes

Teachers:

- Appropriate training in learning centred education so that children participate actively and individual differences are respected, and children's well being is promoted
- Opportunities to foster professional skills so that children can achieve desired learning outcomes
- Understanding and monitoring children's rights
- Able to communicate goals for schooling to parents and others in the community
- Educational materials, textbooks, writing tools, and learning resources are gender sensitive and encourage active learning in a language which children can understand
- Flexible schedules to accommodate out of school responsibilities
- Offering a adequate instruction time for learning in key curriculum areas
- Offering a range of learning options
- Establishing schools where children live and work
- Establishing education systems which support children's learning as a first priority
- Focus on teacher improvement rather than covering the curriculum

In the Community:

- Viewing home and community as sources for children's learning

- Involving parents in school management and learning activities
 - Providing parents with freedom of access to information about children's learning so that they can put into practice at home what is learned in school
- to see these related links:
- Learning takes place in learning
 - Teachers and communities
 - Active assessment for active learning

Child Friendly Atmosphere – MCQs

Note the correct answer:

- In duty of which institution to create child friendly atmosphere for healthy education?
 - Education Department
 - Culture and Sports Department
 - Local Government
 - None of these
- Which institution should served at the school home of every learner?
 - Home
 - School
 - Home
 - None of these
- Promotes a quality learning environment and outcomes where children master the essential skills of:
 - Writing, reading, speaking, listening, Mathematics and life skills
 - All of the above
 - Children are able to express their opinion about school work
 - School life
- Which of the following is not a part of child friendly atmosphere?
 - (a) & (b)
 - (c)
 - None of these
 - Children's capacity through
- Which of the following is not a part of child friendly atmosphere?
 - Muse
 - arts
 - Drama
 - All of the above
- Provides positive experiences for all children and promotes psychosocial development through:
 - Self-esteem
 - Self-confidence
 - (a) & (b)
 - None of these
- Children are protected from:
 - Substance abuse
 - Sexual exploitation

- Co-operate parents in school management and learning activities
- All of the above
- Learning strategy is child-centred curriculum and learning methods are appropriate to the child's developmental level
- Activities and curriculum
- Curriculum corresponds to the learning needs of children
- (a) & (b) (d) None of these
- Establishes connections between school and family life of children where parents are involved in decisions about the school activities
- Mothers are parents of school
- Parents are invited regularly to dialogue with teachers on children's learning experiences
- (a) & (b) (d) None of these
- Community-based and flexible system that encourages other stakeholders to take part in the management and financing of education allows for decentralized school-based management
- Enhances teacher capacity
- Motale
- Communities and states through adequate pre-service training
- In-service support and professional development, status and income
- All of the above
- The school environment is:
 - A place where children's opinions and needs are included

Child Friendly Atmosphere

10. A place where peace and gender equity are upheld and differences of class, caste and religion are accepted
11. A place where opportunities for children's participation are extended, both inside the classroom, and in the community
12. Accessible to all, including those with learning disabilities and those who are pregnant
13. Safe and secure, free from violence and abuse, sale or trafficking
14. A place where children take responsibility for their learning
15. A place where healthy lifestyles and life skills are promoted
16. All of the above
17. The school resources:
18. Safe water and sanitation facilities, first aid supplies
19. Age-appropriate furniture and resources within reach (bookshelves, chalkboards)
20. (a) & (b) (d) None of these
21. The curriculum should contain at least
22. (a) Language (b) Mathematics (c) Science (d) Social studies (e) All of the above
23. The curriculum should contain at least
24. (a) Moral (b) Life skills (c) All of the above (d) None of these

17. Teachers must have:
- (a) Age-appropriate, child-centred, gender sensitive and linked to experience
- (b) Freedom of expression, creativity, association, play and recreation, free from physical and mental violence; linked to children's rights with key learning outcomes
- (c) (a) & (b) (d) None of these
- (a) Appropriate training in learning centred education so that children participate actively, individual differences are respected, and children's well-being is promoted
- (b) Opportunities to foster professional skills so that children can achieve desired learning outcomes
- (c) Understanding and monitoring children's rights
- (d) Able to communicate goals for schooling to parents and others in the community
- (e) Educational materials, textbooks, writing tools, and learning resources are gender sensitive and encourage active learning in a language which children can understand
- (f) Flexible schedules to accommodate out of school responsibilities
- (g) Offering a adequate instruction time for learning in key curriculum areas
- (h) Offering a range of learning options
- (i) Establishing schools where children live and work
- (j) Building education systems which support children's learning as a first priority

24. Focusing supervision on teacher improvement rather than covering the curriculum
25. All of the above
26. In the community
27. Viewing home and community as sources for children's learning
28. Involving parents in school management and learning activities
29. Providing parents with freedom of access to information about children's learning so that they can put into practice at home what is learned in school
30. All of the above
31. Identify the best ways a teacher may carry out
32. Supervision and improvement
33. Best affects to learn the key areas of the syllabus
34. Offering a range of learning options
35. All of the above
36. Which institution/institutions should be viewed as source of children's learning process?
37. (a) Society (b) Community (c) Home (d) School (e) All of the above
38. Which is the most important factor for the children's learning process?
39. (a) To inform about the progress of the children to parents (b) To check the daily report regarding the learning of the children (c) (a) & (b) (d) None of these
40. What type of skill/skills should be taught to the children?
41. (a) Numeracy (b) Life skills (c) (a) & (b) (d) None of these
42. In our educational system what values and ethics should be taught to the children in schools?
43. (a) Moral and ethical values

- (b) Performance of human rights activity
- (c) (a) & (b) (d) None of these
24. Mention the fundamental elements for child friendly atmosphere which make child behaviour extraordinary
- (a) To participate in creativity (b) Learn about the freedom expression (c) Hated against physical and mental violence (d) All of the above
25. Who is the monitoring authority of children's rights?
- (a) State (b) School Administration (c) Community (d) None of these
26. Who always act as a torch bearer for children to achieve their goals?
- (a) Community (b) State (c) Teacher (d) None of these
27. Mention the institution/institutions which is responsible for the learning of the children.
- (a) Community (b) School (c) Home (d) None of these
28. By maintaining the spirit of child friendly atmosphere a school have provide the facilities of.
- (a) Sanitation (b) Filtered-water (c) First Aid (d) All of the above
29. In the curriculum, language and general knowledge it should contain atleast
- (a) Mathematics (b) Science (c) Social Studies (d) All of the above
30. In child friendly atmosphere school should be.
- (a) Safe and secure (b) Free from violence (c) (a) & (b) (d) None of these

School Record

(Study Material)

What is the meaning of records and school records?

School records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the school office for utilization and retrieval of information when needed.

Records management (RM), also known as the records and information management or RIM, is the professional practice of managing the records of an organization throughout their life cycle, from the time they are created to their eventual disposal. This includes identifying, classifying, storing, securing, retrieving, tracking and destroying or permanently preserving records.

The purpose of records management is part of an organization's broader function of governance, Risk and Compliance (or "GRC") and is primarily concerned with the managing the evidence of an organization's activities as well as the reduction or mitigation of risk associated with it.

An organization's records preserve its corporate memory. In determining how long to retain records, their capacity for re-use is important. Many are simply kept as evidence of a transaction. Others document what happened and why.

A record is something that represents *proof of existence* and that can be used to recreate or prove state of existence, regardless of medium or characteristics. A record is either created or received by an organization in pursuance of or in compliance with legal obligations, or in the transaction of business. Records can be either tangible objects, such as paper documents like birth certificates, drivers licenses, and physical medical x-rays, or digital information, such as electronic office documents, data in application databases, web site content, and electronic mail.

What is the rigor of secondary school record?

Your secondary school record is a critical component of your application. We're curious to see what courses you chose to take within the context of what is available at your school, and we're eager to see how you met the challenge.

Education Department:

Since the inception of Pakistan, 1947 till today in various educational policy measures are taken to establish the administrative and educational reforms for the promotion of education. A small population, economic uncertainties, and denominational rivalries mitigated against the development of a comprehensive education system in Pakistan during the early years of the country.

Files – General:

The most extensive collection of Education Department records is the General Files Series, which spans from 1858 to the present. These records may pertain to individual schools or other general educational matters such as education policy and operations.

1. Buildings and Works Files: Buildings and works files relate mainly to an individual school or school buildings (eg. new buildings, accommodation for the teacher, repairs, renovations, etc). The files can contain correspondence from teachers, the Education Department, parents, inspectors and tradesmen.

2. Attendance Files: These files are not, as their name suggests, attendance records for any particular school. The files provide statistics on the daily or weekly attendance or non-attendance of children in the school. The matter of attendance has sometimes been crucial to actually having

children in some of the smaller country areas. If attendance fell below a certain level, the school would have been closed or its status altered from a full-time to a part-time school. The school would come under the control of the Education Department, inspectors and other officers, which may give the names of children attending a particular school.

3. Other Files: Other Education Department files include the establishment of a school, inspection reports, cleaning, complaints, staff and accommodation, school holidays, relocation, removal of schools to a new site, erection of quarters, a change of name for a school, formation of school boards, matters affecting technical colleges etc.

Staff Records:

Registers and record of service cards for both teaching and non-teaching staff employed by the Education Department are available for the period 1947 to date.

School Records:

The State Records Office holds records from over 400 individual primary, secondary and technical schools. The main categories of school records that have been transferred to the State Records Office comprise:

Student Admission Cards:

Admission cards record the name of the student, the date of admission, the date of birth, the age and occupation of parent/guardian and religious denomination.

Student Admission Registers:

These registers were often used prior to the introduction of student admission cards. They record the student's name, the date of admission, the date of birth, residence, place of birth, the school last attended, the standard last passed, the name of the parent/guardian, the date of withdrawal from school, the reason for withdrawal, the standard passed and to what school transferred.

School Journals: School journals are the headmaster's/headmistress's diary of events and activity at the school.

Inspector's Reports:

Inspector's Reports are a record of the District Superintendent's summary of the standard of the school. Inspections were usually made on a twice-yearly basis.

Punishment Books:

Punishment books are a record of punishment (eg. Reprimand, caning) meted out to students. They record the name of the student, the date, the amount and instrument of punishment, by whom administered and additional remarks.

Other records that can be located for individual schools include teachers' time books, teachers' books and general correspondence.

Records transferred to the State Records Office by individual schools can be located through the hard copy alphabetical index located in the AN 45 finding aid available at the State Records Office or online under the name of the required school.

School Record – MCQs

Write the correct answer:

1. 'School Records' normally consist of:

- (a) Official documents
- (b) Student files
- (c) Student reports
- (d) School based personal staff files
- (e) Financial records

- (f) Building and facilities records
- (g) School council files
- (h) Staff selection documents
- (i) Official correspondence
- (j) Attendance registers
- (k) All of the above

- Who is responsible for maintaining and custody the school record?
- Teacher
 - Clerk
 - Headmaster
 - ALO
- Records that are not in current use are known as:
- Inactive record
 - Active record
 - Parental record
 - None of these
- Students school records must be safe from:
- Unauthorized access
 - It must be stored in an environment free from dangers
 - It should be in boxed and numbered and a list should be created for the tracing of record as and when needed
 - All of the above
- School records can only be destroyed in accordance with a:
- Retention
 - Disposal authority
 - (a) & (b)
 - None of these
- Which institution is responsible for the creation, management and disposal of records relating to all aspects of administration?
- Schools
 - Courts
 - State
 - None of these
- How many ways school should keep up to date with the:
- Destruction of temporary records
 - Destruction of permanent records
 - (a) & (b)
 - None of these
- Which type of school records cannot be destroyed?
- Permanent record
 - Temporary record
 - (a) & (b)
 - None of these
- What is the nature of financial records?
- Financial statements
 - Attendance registers
 - None of these
 - All of the above

10. What is the nature of financial records?
- Temporary record
 - Permanent record
 - (a) & (b)
 - None of these
11. What is the most extensive collection of Education Department records?
- General file
 - Financial statements
 - Attendance registers
 - None of these
12. Students admission card containing:
- Name of the student
 - Date of the birth of student
 - Name and occupation of parent
 - Date of admission
 - All of the above

SCHOOL DISCIPLINE

1. According to dictionary, discipline means:
- Mental training
 - Moral training
 - Bringing under control
 - All of the above
2. Webster's dictionary gives the basic meanings to the word discipline:
- It states that it is training that correct mould or perfects.
 - It states that it is control gained by enforcing obedience
 - It states punishment
 - All of the above
3. According to _____, "Discipline is the force that prompts an individual or a group to observe the rules to regulation and procedures which are deemed to be necessary to the attainment of an objective:
- Ordway
 - Dr Spriegel
 - Raymond E. Miles
 - Russel T. Gregg
4. According to _____, Discipline is the orderly conduct of affairs by the members of an organization who adhere to its necessary regulation because they desire to co-operate harmoniously in forwarding the end which the group has in view, and

... recognize that to do this must be brought into a reasonable unison with the requirements of the group in actions.

Ordway
Dr. Spriegel
Raymond E. Miles
Russel T. Gregg

According to modern conception, discipline cannot be conceived in terms of military discipline, which is

There is not to reason why there is not to make reply There is not to do and die

All of the above

The words of _____ "True discipline should be mainly positive constructive rather than negative destructive".

- Ordway
- Dr Spriegel
- Ryburn
- Russel T. Gregg

Types of Discipline are:

- Internal Discipline
- External Discipline
- Social Discipline
- All of the above

Importance of Discipline are:

An opinion may be formed about a school by observing the discipline among its students

Discipline is founded on fear and imposed from outside and runs above the use of authority.

- Both (a) & (b)
- None of these

Signs of Indiscipline School include:

- Reaching the School Late
- Talking in the Class
- Destroying the School Property
- Neglecting Homework
- Bullying the Younger Students
- Telling Lies
- Disrespectful Behaviour
- Towards the Teacher
- Copying of Examination
- Stealing Things
- All of the above

10. Truancy is:
- Some students run away from the school.
 - Some students steal pencils, books, pens and other articles from their classmates
 - Both (a) & (b)
 - None of these
11. In a democratic society discipline should be self-imposed otherwise it will assume the form of an external imposition. For the inculcation of the habit of self-discipline we may keep the following in mind:
- The basis of discipline should be mutual love between the teacher and the student.
 - The student remains in the school for about 6 or 7 hours and the remaining time is spent either at home or in society
 - Discipline should not be enforced on the basis of punishment, punishment should be given only when it is in avoidable.
 - It is one of the demands of a democratic set-up that each individual should have control over himself
 - Discipline should not be regarded as indispensable for the collective of the school its significance should be well explained to the students.
 - In the interest of discipline it is necessary to provide in the school the necessary facilities for study and teaching
 - All of the above
12. Since discipline is related to the whole-life, attention should necessarily be paid to the following:
- Observing rules to maintain one's health and to avoid evil habits.
 - To make constant efforts towards mental development
 - Inculcation in the student of the

democratic virtues of dutifulness, and co-operation and the ability to discharge obligations and responsibilities.

- (a) To become liberal minded.
- (c) To avoid ill will against anybody and to be always imbued with the spirit of tolerance, love and justice towards others.
- (f) All of the above

13. The essential elements of discipline are

- (a) A compromise between individual rights and those of others.
- (b) A regard for others personalities.
- (c) Tolerance, love and justice for others.
- (d) Devotion to the nation and society.
- (e) Sacrifice of self-interest for social good.
- (f) All of the above

14. Positive Measures are:

- (a) Pupil's self-government.
- (b) Parent teacher cooperation.
- (c) Moral instruction.
- (d) Desirable tone and tradition of the school.
- (e) Provision of necessary facilities for studies in the school.
- (f) Organised games and sports.
- (g) Co-curricular activities in the school.
- (h) Due recognition of the merits of the various students.
- (i) Corporate life of the school.
- (j) All of the above

15. Which is one of the important cause of indiscipline in our schools?

- (a) Lack of leadership in teachers
- (b) The current education system
- (c) Lack of a sustaining ideal in the students

(d) Economic Difficulties

(e) All of the above

16. Some factors for Rooting out indiscipline are:

- (a) Lack of leadership in teachers
- (b) Lack of a sustaining ideal in the students
- (c) Lack of a sustaining ideal in the students

(b) In order to develop contact between the teachers and the taught, the number of students in a class should be within reasonable limits.

(c) Vocational education should be included in the educational set up so that the students may get education according to their particular tastes and aptitudes.

(d) Lack of funds should not cause any hindrance in the path of the higher education of any student.

(e) Each individual should be given an equitable opportunity in the scheme of education according to his individual merits and demands.

(f) Efforts should be made to minimize the defects of the current educational system through constructive suggestions and mere theorizing should be avoided.

(g) Such conditions should be created that the students may get full opportunities for their physical, mental and moral development.

(h) All of the above

17. To appreciate the students for the good work done and to encourage them in this habit, rewards are given. rewarding students is important due to the factors:

- (a) The spirit of competition awakened in the students and they get an incentive to work satisfactorily and systematically.
- (b) The tendency to discourage duties readily and to imbibed good habits is created in the students.

(c) Both (a) & (b)

(d) None of these

18. While giving corporal punishment the things may be kept in mind:

- (a) Corporal punishment should be

given only for a very serious misconduct or offence, viz., disrespectful behaviour towards the teachers, disobedience, agitation, and serious changes relating to character.

(b) The headmaster of the school alone should give corporal punishment. The assistant teachers should not be given this right.

(c) When any serious charge against any student is proved only then should corporal punishment be given.

(d) Small children should not be given corporal punishment.

(e) While inflicting corporal punishment, the health of the child should be taken into consideration.

(f) All of the above

19. Which of the following are

(a) The main job of the school is to give education and punishment, should be restored, in under very special circumstances.

(b) Punishment should be given only when sufficient proof is available. There should be no feeling of revenge when punishing a student.

(c) If the offending student is tackled independently on a psychological basis, it will be far better in this way the students will not commit the offence second time.

(d) Polite language should be used while warning the student.

(e) Rousseau has accepted the principle of the punishment of natural consequences but it is not proper to use it everywhere, nor can it be implemented everywhere.

(f) The personality of the student should not be insulted, but only his bad habits should be

discourage

(g) Expulsion from the school should be restored to only under very special circumstances and for serious offenses.

(h) Only common punishments should be employed and while awarding the punishment nothing should be said, against the student's family, his background or his parents.

(i) All of the above

ANSWERS

1	(d)	2	(d)	3	(c)	4	(a)
5	(d)	6	(c)	7	(d)	8	(a)
9	(g)	10	(a)	11	(g)	12	(f)
13	(f)	14	(j)	15	(e)	16	(h)
17	(e)	18	(f)	19	(f)		

ABBREVIATIONS

ESE: Elementary School Educator

SESE: Senior Elementary School Educator

SSE: Secondary School Educator

AEO: Assistant Education Officer

DEO: District Education Officer

EDO: Executive District Officer

DTE: District Teacher Educator

M&E: Monitoring and Evaluation

MEA: Monitoring and Evaluation Assistant

PST: Primary School Teacher

SST: Senior Science Teacher

SDP: Senior Data Processor

SED: School Education Department

SLOs: Student Learning Outcomes

DSD: Directorate of Staff Development

PEF: Punjab Education Foundation

FTF: Farog-e-Taleem Fund

Course Content of the Elementary & Matric Level

Textbook is a product for teaching learning process. It would be rather developed and not written. It should not be a piece of writing and not a piece of literature or mere compilation of fiction, stories and articles as it is understood but it should be a guide to learning. It should be developed in nature and relevant pedagogical in construction. It should be readable but in a proper discourse and with a proper display. The content of the textbook as we have already mentioned should be encyclopedic i.e. knowledge based facts, concepts, values and attitudes. There must be reading assignments, rewriting assignments, summaries, recalls and text included. The structure of a textbook is based on problem-solving technique. The difference of a textbook needs clarity of ideas i.e. readability with commenting words and phrases. A textbook should be appropriate to the topics by explaining in proper measure and discourse, related with the previous knowledge and using graphs, illustrations, pictures, photographs to depict the concepts. Its talk should be friendly like "Have you ever been..." It is called meta-discourse. Activities, questions, projects, intellectual and emotional engagement should be placed as a part of teaching in a textbook. A textbook is not only a student's tool, so a student should know that what he has to do with the text and a teacher should be given pedagogical points. Hence, it is recommendable that student's corner, and teacher's points should be given in a textbook though there may be a separate work book or a teacher's guide.

STANDARDS – BENCHMARKS & SLOs

Standards: The competencies by descriptive statements specifying broadly, the knowledge, skills and attitudes that students will acquire, shall know and be able to do in a particular area during the course of study. These are qualitative in nature and sets out the learning targets. They may not be subject specific.

Benchmarks: The standards indicate what the students will accomplish at the end of each development level. They are subject specific.

SLOs: The detailed statements describing what students are supposed to learn and be able to do at each grade level to achieve the specified benchmarks. They are activity specific and generally observable and measurable.

A PARADIGM SHIFT

From	To
Traditional approaches:	Standard based approaches:
1. Focus on contents & topics	1. Based on standards
2. Focus on objectives	2. Focus on SLOs
3. Learning Medium "Words"	3. Learning Medium "Images"
4. Focus on teaching	4. Focus on learning
5. Teacher centered	5. Student centered
6. One way approach	6. Variety of approaches
7. Learning through communication and interaction	7. Interpersonal, team work and problem solving skills
8. Assessment of present knowledge & deeper understanding	8. Assessment of content, skills and attitudes, deeper understanding, reasoning and application
	9. Promote thinking

WHAT IS NEW IN A TEXTBOOK

From teacher's and reading approach to information mapping, interactive elements, life skills, gender equity, brain teasers for initiating discussions, diagrams, illustrations,

and examples. Interesting information in Boxes critical thinking problems and FAQs for learning.

Qualities of a Textbook: Writing a good textbook requires the skills of a subject specialist, an expert, a good teacher with classroom experience, and an imaginative author.

NATIONAL CURRICULA

Integrate Textbooks:

- Providing knowledge which is useful for a developing society.
- Inculcating problem-solving approach to create independent / critical thinking
- Creating skills and attitudes relevant with real life situation
- Reflecting innovative writing/modern production processes
- Containing upto date & age appropriate text.
- Based on conceptual assessment, thinking based exercises instead of fact memory questions oriented only

CHAPTER CORE

- Add historical and current dates of interest
- Provide enough information to allow the reader to comprehend a specific concept maintaining breadth and depth for addressing the expected learning outcomes of the National Curriculum
- Build vertical linkage between various concepts from lower to higher level and at the same time horizontal linkage of concepts of one discipline with the others
- Avoid overlapping of concepts vertically as well as horizontally. If need arises give recall paragraphs
- Relate the concepts to student's own experience and observation
- Explain matter should be harmonized reflecting unity and coherence, discussing diverse viewpoints wherever appropriate
- Provide guidance, as necessary, on safety, health, and environment requirement pertaining to the learning event
- Text and activities to demonstrate care and respect for the environment.

COMMUNICATION

- Fewer words are better. Be concise, use simple language which consists of short sentences. Prefer graded vocabulary
- Predict content using consistent nomenclature internationally accepted terminology/units
- Highlight the headings, sub-headings, key words, terms and definitions. For distinction use level heading "A" 4.1, 4.2, level "B" 4.1.1, 4.2.1, level "C" (a), (b), (c), (i), (ii), (iii) and level "D" bold but unnumbered

ILLUSTRATIONS

- Use the appropriate elements to promote comprehension – charts, tables, graphs, illustration, line drawings – cartoon types illustrations for children. Real life colored photographs and illustrations make the substance vivid, attractive and easy to digest.
- Draw figures to size and should be numbered.

INTERACTIVE ELEMENTS

- Pre-reading
- Activities while reading
- Headers and footers
- Linkage of text and figures
- Elaboration of concepts with examples
- Puzzles
- Interaction of text with society
- Quick quiz
- Brain teasers
- SIS connections
- "Do you know" in boxes
- Clippings
- Field trips

14. Flash cards
15. Work sheets
16. Labeling a diagram
17. Problems solving
18. Tidbits – speech bubbles
19. Review question–re-enforcement activities
20. Quotations
21. Colourful pictures
22. Points to remember
23. Library research
24. Surveys
25. Exhibition

15. Models
17. Flow charts
19. Peer discussion
21. Clipart/Caricatures / caricatures

25. Demonstrations
27. Group tasks
29. Role play
31. Mini projects
- Case studies

HOW TO WRITE AN INQUIRY?

1. Start with an open ended question or a demonstration. Allow responses and subsequent questions from students.
2. Involve students to collaborate on designing experiment or process
3. Ask students to conduct experiment and/or gather data.
4. Ask to locate, select, organize and present information from a variety of sources
5. Allow students to analyze and interpret data
6. Identify a problem, plan and carry out investigation for its solution
7. Encourage students to identify pattern, report trends and draw inferences
8. Allow discussion and information communication etc
9. Finally ask the students to draw conclusion

A SAMPLE INQUIRY: GRADE IX (STRUCTURAL INQUIRY)

Material: Electric Kettle and white Ceramic Plate

Procedure:

1. Come to class with an electric kettle filled with water. Let students wonder!
2. Plug in the cord and switch on the kettle to do its job. Soon steam will begin to escape from the spout.
3. Get a cold, white ceramic plate and hold it up at a safe distance from the spout. Turn it slightly.
4. Water droplets collect on the plate and soon begin to fall down

The water cycle:

5. Now ask students what was happening? Facilitate them in making analogies. Kettle Bodies of water, Electric socket, Sun, White ceramic plate. Clouds
6. Lead the students into the terminology.
 - (i) evaporation
 - (ii) water vapor
 - (iii) condensation
 - (iv) precipitation
7. Help them see the CYCLE
8. Distribute Worksheet

APPLYING: POTENTIAL ACTIVITIES AND PRODUCTS

1. Construct a model to demonstrate how it looks or works
2. Practise a play and perform it for the class
3. Write a diary entry
4. Make a scrapbook about the area of study
5. Prepare invitations for a character's birthday party
6. Make a topographic map

1. Use and display a collection of photographs on a particular topic
2. Make up a puzzle or a game about the topic.
3. Write an explanation about this topic for others
4. Draw a still in national costume
5. Make a clay model
6. Paint a wall painting using the same materials
7. Continue the story...

CREATING: POTENTIAL ACTIVITIES AND PRODUCTS

1. Invent a machine to do a specific task.
2. Create a new product. Give it a name and plan a marketing campaign
3. Write about your feelings in relation to...
4. Write a TV show play, puppet show, role play, song about
5. Design a new monetary system
6. Develop a menu for a new restaurant using a variety of healthy foods
7. Design a record, book or magazine cover for...
8. Set an idea
9. Devise a way to...
10. Make up a new language and use it in an example
11. Write a jingle to advertise a new product.

ASSESSMENT EXERCISES

1. Add ongoing assessment quizzes/questions of lower and higher order thinking throughout the chapter and at the end of chapters. These exercises should encourage students to think, develop skills and use information for a variety of situations.
2. Mini exercises can be given involving investigations and relating concepts with the society and environment.
3. End of chapter exercise may consist of variety of questions to evaluate wide range of abilities and skills starting from lower to higher order thinking.
4. Think tank investigations/projects may be included for open ended questions to provoke students thinking, creativity and investigation skills

GOOD QUESTIONS ARE

1. Purposeful (asked to achieve a specific purpose)
2. Clear (Students understand what they mean)
3. Brief (stated in as few words as possible)
4. Natural (stated simply, in conversational English)
5. Thought-provoking (they stimulate thought and response)
6. Limited in scope (only one or two points in chain of reasoning called for)
7. Adapted to the level of the class (tailored to the kinds of students in class)

QUESTIONS FOR REMEMBERING LEVELS

1. What happened after...?
2. How many...?
3. What is...?
4. Who was it that...?
5. Can you name...?
6. Find the definition of...
7. Describe what happened after...
8. Who spoke to...?
9. Which is true or false...

Sample Questions:

1. Knowledge/Remembering: The recall of specific information

2. Lower level Question: What is an ecosystem?

3. Extended Question: Define an ecosystem and list the varieties that are found in Pakistan.

QUESTIONS FOR UNDERSTANDING LEVEL

1. Can you explain why...?
2. Can you write in your own words?
3. How would you explain...?
4. Can you write a brief outline...?
5. What do you think could have happened next...?
6. Who do you think...?
7. What was the main idea...?
8. Can you clarify...?
9. Can you illustrate...?

Sample Questions:

1. Knowledge Remembering: The recall of specific information

2. Objective: An understanding of what was read

3. Lower level Question: List the different parts of the ecosystem and explain what they

4. Extended Question: Compare a marine ecosystem with one from another of our

QUESTIONS FOR APPLYING LEVEL

1. Can you know of another instance where...?
2. Can you group by characteristics such as...?
3. Which factors would you change if...?
4. What questions would you ask of...?
5. From the information given, can you develop a set of instructions about...?

Sample Questions:

1. Objective: Using the knowledge in another familiar situation.

2. Lower level Question: Using a diagram, show how the Water Cycle operates in an

3. Extended Question: Demonstrate what happens when human interface with the Water Cycle

BLOOM'S CATEGORIES OF EDUCATIONAL OBJECTIVES TO CLASSIFY QUESTIONS (GRADE IX)

Bloom's Categories of Questions	Sample Question
1. Knowledge	How is chemistry defined? Who was the first governor General of Pakistan?
2. Understanding	Write in your words how the water cycle works. Differentiate between atom and molecule.
3. Applying	Solve $x + 14 = 18$. Make a paper cup that will hold 500 ml. of water.
4. Analyzing	What does this chart mean? Why is Karachi called 'The business capital of Pakistan'?
5. Evaluating	Do you like modern art? Explain why? Which method do you prefer: decantation or filtration?
6. Creating	How can we determine the weight of an object without a standard scale? Draw a picture of your favorite building.

Objective: Improvement in the quality of education at all levels through better quality textbooks at affordable prices and other learning materials for promoting Pakistan as a knowledge-based society. Choice and competition are major forces in achieving this objective. Choice on the part of the buyer promotes acquisition of knowledge, empowerment and competition on the part of the producer leads to a wider variety of products, improved quality, availability and better prices.

Policy Statement:

1. A well regulated system of competitive publishing of textbooks and learning materials shall be introduced as part of an enhanced public-private partnership in the development of education in Pakistan.

2. Textbook Boards shall be transformed into competent fact-finding, regulating and monitoring authorities, and shall review and help support the process of approval textbooks for use in schools in their respective areas of jurisdiction.

3. A Provincial Committee duly represented by the Education authorities, Textbook Boards, private sector and others as may be considered necessary, shall be formed to select and prescribe textbooks for use in public schools in the respective province or areas of jurisdiction. Books so selected may be published by the Textbook Boards in the manner defined in 2.4(1)(i).

4. The Secretary of the concerned Department of the respective province will be the mediator in case of complaints of publishers regarding handling and decisions in the process of approval of manuscripts and in the process of selection of textbooks for use in government schools.

5. In the case of private schools, they shall be free to use from amongst the books duly approved and certified by the respective Textbook Board.

6. As part of the review and approval process, Textbook Boards shall seek a no objection certificate from Federal Ministry of Education, Curriculum Wing which is the competent authority to certify that a particular textbook is compatible with National Curriculum.

7. Federal and Provincial governments shall arrange for the Textbook Boards to provide assistance in capacity development for the national and/or Provincial publishing industry to become competitive players in an expanded education publishing market.

8. Federal and Provincial Governments shall increase investments in school libraries and supplementary reading, teachers' guides, teachers training and learning materials shall introduce reading lessons, teachers' guides and teachers training and promote a reading culture in schools and outside schools.

9. An Inter-Provincial Standing Committee on Textbook Policy shall be established to regulate operational and procedural issues, and monitor and coordinate further implementation process. Curriculum Wing of Federal Ministry of Education shall be the secretariat for the Committee and shall be strengthened for the expanded tasks.

10. Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curriculum.

11. Resource Centers shall be established at Federal and Provincial levels under the respective Textbook Boards, Curriculum Wing, and National Book Foundation with the support of the Federal Government through donor agencies. These Resource Centres will serve as a central point both for the respective government institutions and for the private sector publishers as a facility for reference and resource material and for training activities. These Centres will ultimately contribute towards the enhancement of quality of textual and other learning materials produced in Pakistan.

12. All stakeholders of this Policy will take necessary steps to redress the situation of piracy. Those convicted under the copyright laws for infringement of intellectual property rights shall be disqualified/debarred from participating in any activity under this Policy.

COURSE OUTLINE (CLASS 6TH TO 10TH)

1. Urdu
2. English
3. Mathematics
4. Geography
5. History
6. Science

CLASS - 6TH

1. Urdu
2. English
3. Mathematics
4. Geography
5. History
6. Science

CLASS - 8TH

Subject: English

1. Reading and Thinking Skills
2. Formal and Lexical aspects of language
3. Writing Skills
4. Oral Communication Skills

Listening and Speaking skills:

1. Understanding and use of social courtesy expressions.
2. Ordinal numbers: first, second, third, etc.
3. Counting in hundreds upto one thousand.
4. Comprehension of the given stories.
5. Use of grammar, men, women, children, feet, etc.
6. Use of pronouns in objective and possessive form.
7. Use of verbs in past, present and future tense.
8. Use of "adverb of time" and prepositions.

Reading:

1. Reading of social courtesy expressions.
2. Simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
3. Read simple sentences with adjectives, prepositions, adverbs, interrogatives.
4. Reading of a short paragraph.

Writing Skills:

1. Write the months of the year, seasons, directions, time, clothing, occupations, counting in hundreds upto 1000, ordinal numbers upto "tenth".
2. Write sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions.
3. Answer the questions after having read a given passage.
4. Punctuate questions and sentences with capital letters, question mark and fullstop.

Subject: Urdu

Listening Skills:

- a) Listen to stories, poems and passages and give answers to the related questions.
- b) Draw inferences from discussions held in classroom.
- c) Listen to news, children programmes and speeches on radio and TV.

Speaking Skills:

- a) Relate events and give factual information.
- b) Describe personal observations and experiences.
- c) Interpret picture stories.
- d) Make speeches on given topics.
- e) Recite poetry or national song.

Reading and Comprehension:

- a) Reading of textual matter.
- b) Read newspapers, posters, signboard and advertisements on TV.
- c) Reading of supplementary material.

Vocabulary:

- a) Expand vocabulary by using:
- b) Context to understand meaning.
- c) Opposites.
- d) Prefixes and suffixes.
- e) Meaning of idioms.

Sentence Structure:

- a) Use of nouns, adjectives, personal pronouns, possessive pronouns, adverbs, prepositions, conjunction and interjection.
- b) Use of past, present and future tense in their continuous forms.

Writing Skills:

- a) Dictation with special attention to punctuation marks.
- b) Write a paragraph with the help of outlines.
- c) Write simple applications and letters.
- d) Write stories from outlines.

Subject: Pak Studies:

1. Ideological basis of Pakistan.
2. Making of Pakistan.
3. Land and Environment.
4. History of Pakistan.

Subject: Islamic Studies

1. Nazra and Hafiz of Quran
2. Iman and worship
3. Life hereafter
4. Soam and its importance
5. Hajj and its universalism
6. Holy Life
7. Ethics in Islam
8. Personalities of Islam

Subject: Geography

1. Maps and Diagrams
2. Agents of Landforms change
3. Oceans and Seas
4. Natural Disasters
5. Major Environmental Problems
6. Natural Regions
7. Climate of Pakistan
8. Neighbouring Regions of Pakistan
9. Problems of under Development
10. Introduction to Modern Techniques in Geography

Subject: History

1. Consolidation of British Rule
2. Sir Syed Ahmad Khan and Aligarh Movement
3. Political Awakening in British India
4. Quest for Political Settlement
5. Struggle for Pakistan

Subject: General Science

1. Human Organ Systems
2. Cell Division
3. Biotechnology
4. Pollutants and their effects on Environment
5. Chemical Reactions
6. Acids, Bases, Alkalies and Salts
7. Force and Pressure
8. Measurement of Physical Quantities
9. Sources and effects of Heat Energy
10. Lenses
11. Electricity in Action
12. Exploring Space

Subject: Mathematics

1. Operations on Sets
2. Real Numbers
3. Number Systems
4. Financial Arithmetic
5. Polynomials
6. Factorization, simultaneous Equations
7. Fundamentals of Geometry
8. Practical Geometry
9. Areas and Volumes
10. Demonstrative Geometry
11. Introduction to Trigonometry
12. Information Handling

CLASS - 9TH (SCIENCE GROUP)

Subject: English

1. Comprehension: Analyzing patterns of text organization and arranging paragraphs, comprehension questions.
2. Vocabulary: Use of thesaurus and dictionary
3. Grammar: Adjectives, conditionals: type I, correct form of verb, future Tense
4. Writing Skills: Essay writing
5. Oral Communication Skills

Subject: Urdu

1. Poetry and Prose by famous poets and writers
2. Comprehension: Analyzing patterns of text organization and arranging paragraphs, comprehension questions
3. Vocabulary: Use of thesaurus and dictionary
4. Grammar: Adjectives, conditionals: type I, correct form of verb, future Tense
5. Writing Skills: Essay writing

Subject: Oral Communication Skills

Subject: Mathematics

1. Materials and Determinants
2. Real and Complex Numbers
3. Logarithms
4. Algebraic Expressions and Algebraic Formulas
5. Factorization
6. Linear Equations and Inequalities
7. Linear Graphs and their Application
8. Introduction to Coordinate Geometry
9. Congruent and Triangles
10. Parallelograms and Triangles
11. Lines Bisector and Angle Bisector
12. Sides and Angles of a Triangle
13. Ratio and Proportion
14. Pythagoras Theorem
15. Theorems related with area
16. Practical Geometry - Triangles

Subject: Biology

1. Introduction to Biology
2. Solving a Biological Problems
3. Biodiversity
4. Cell Biology
5. Cell Cycle
6. Enzymes
7. Bioenergetics
8. Nutrition
9. Transport

Subject: Chemistry

1. Fundamental of Chemistry
2. Structure of Atoms
3. Periodic Table and Periodicity of Properties
4. Structure of Molecules
5. Physical States of Matters
6. Solutions
7. Electro-Chemistry
8. Chemical Reactivity

Subject: Physics

1. Physical Quantities and Measurement
2. Kinematics
3. Dynamics
4. Turning effect of Forces
5. Gravitation
6. Work and Energy
7. Properties of Matter
8. Thermal Properties of Matter
9. Transfer of Heat

Subject: Islamic Studies

1. Sura Infaal: Ayat No. 1 to 75 (Translation)

2. Sara Mub (Translation)
 3. Sara-e-Mumthana (Translation)
- PART-II: (FOR 10TH CLASS)**

1. Introduction to the Holy Quran
2. Holy Prophet's Love and Obey
3. Importance of Knowledge
4. Importance of Zakat
5. Importance of Taharat
6. Sabar and Shukar
7. Importance of Family Life
8. Migration and Jihad
9. Haqouq-ul-Ibad

Note: Students having option of Biology or Computer Science

10th class Science Group: same subjects as above

9TH ARTS GROUPS

1. English
2. Urdu
3. Math
4. Islamic Education
5. General Science
6. Civics
7. Computer (Compulsory)
8. Education
9. Punjabi
10. Computer Science

Note: Same subject in 10th Class.

COURSE CONTENT OF THE ELEMENTARY CLASSES

EVALUATION OF ELEMENTARY EDUCATION IN PAKISTAN

Abstract: Elementary education plays a vital role in the education system of the country. Therefore many targets are set for the improvement of elementary education in the educational plans and five years plans from 1947 to date. In this research project the motive was to evaluate the targets and achievements of elementary education more productive and useful. The researcher has used the historical method of research. Elementary education is discussed year-to-year with respect of plans and educational policies. From the first-five year plan (1955-60) to eighth five-year plan (1993-1998) a great amount of money was reserved at public and private sector for elementary education. Major findings show that these plans and educational policies were not fully implemented or strictly followed in the field of education. If these plans and policies were strictly followed we were on the road of progress and stood side by side with the developed countries.

1. Introduction: There is a dire need of overhauling of the present educational system. Education is a corner stone of development. It has proved a significant factor in employment, earning, productivity, health and the reduction of population. Education is a major aspect of development. In Pakistan our policy makers have never realized the importance of education and there has always been a lot of rhetoric but no action. The shape of public spending Education is a basic human right and should be a goal in itself rather than a mean to an end. No other society can call itself civilized unless it can be a nation if a large number of its citizens are illiterate. Education

enables people with the tool to raise their standard of living and break through the barriers of poverty. The basic for intellectual development and the understanding of complex world. Primary elementary education is foundation stone in the education system and educational progress of a country. Studies show that all the present developed countries of the west had started universal elementary primary education before the advent of high rate of growth. The great economic success stories of the 20th century countries such as Japan, Hong Kong, Singapore, South Korea and Taiwan had all made considerable investment in education and achieved universal elementary primary education. Education improves the productivity of labour and hence it is one of the factor of production that leads to an increase in output and national income. It is obvious that secondary and higher education provides skill that is vital for the functioning of economy. To achieve the targets of secondary and higher education, we must stress on the need of elementary education.

It was believed that unskilled workers didn't need formal education and expenditure on primary elementary education would cause money to be diverted from activities more conducive to economic growth. However from 1970s onward scholars and policy makers have started to appreciate the benefits of universal primary elementary education. It is now recognized that primary elementary education is vital for economic growth and prosperity. Pakistan wishes to join the ranks of the developed countries or to become an Asian Tiger. It will have to make a concerted effort to educate our people. Without high enrolment in primary education it is not possible to get high enrolment in secondary and higher education. This means spending at least the recommended four percent of our GNP on education and not compromising this expenditure whenever there is a resource crunch.

2. Objectives of the study: Objectives of the study are the following:

1. To take an over view of the condition of elementary education in Pakistan from 1947 to 2016.
2. To evaluate targets and achievements set out for the elementary education in Pakistan.
3. To recommend some suggestions to improve the structure of elementary education.
4. Whether our nation is trained on the lines, which were set forth in the national Education commission report.
5. To help the educational planners to develop such policies which prove to be beneficial for the country.

3. Significance of the study: In the present age elementary/primary education is considered as first stair for secondary and higher education. An important duty of elementary/primary education is to provide foundation for secondary or higher education. In Pakistan literacy rate is very low and to increase this rate basic education is very essential. Literacy rate at present, is estimated at 49 percent (male 61.3 and female 36.8 percent), which is not sufficient. So to increase literacy rate the Govt. Should give top priority to elementary/primary education. Elementary/primary education not only enhance literacy rate but also play a vital role in rapid progress of the country. In Pakistan elementary/primary education has fallen in prey due to poverty. That's why a great number of schoolchildren don't complete this level of education. As elementary education plays a vital role in the educational system of the country, therefore it is of great importance to evaluate the targets and achievements of elementary primary education in the light of plans and policies from the establishment of Pakistan to present day. This research is also important because it will evaluate the whole scenario of elementary/primary education in Pakistan.

Thus the study has the vital role in this regard. This study will help the concerned persons, higher authorities, policies makers and professional planners, to know about the historical condition of elementary education, according to documents of govt. It will happen in just a glance

because selected information's about elementary primary education are summed up in this research. I have chosen this problem for I was interested in it. As a student of education I find it most important to evaluate the targets and achievements of elementary education to improve the future generation and inform them about it. This study will help to eliminate the prevailing shortcomings and planning mistakes to improve the standard of elementary primary education in Pakistan. The study will help the educational planners, educational policy makers, educational authorities, rulers and the various agencies involved in education for further planning. This study will help to develop elementary/primary education on firm and solid foundation in Pakistan.

4. Literature Review:

Introduction of elementary Education: Elementary education plays an important role in the development of any country. It is a stage where we prepare students to meet the future needs. Great emphasis is given on the elementary education. It is the possibility of state to provide basic education to all its children. The govt. has made a policy to enroll all school age children in the schools.

According to the United Nation declaration of human rights, everyone has to get education. Education should be free and compulsory at least in the elementary and fundamental stage. Elementary Education consists of classes from 1st to 5th and middle from 6th to 8th.

It has viewed that in Pakistan greatest number of country's population attends the primary stage. This stage is the means by which universal literacy can be attained within a community (p. 1-2).

Classically elementary education as basic education was limited to be development of three basic skills, popularly known as three R's i.e. reading, writing and reckoning (Eisner 1979 p. 2).

Elementary Education in Pakistan: It has the view that elementary education in any system of education occupies the pivotal position. The individual's provided training of the basic knowledge, skills and attitudes. For providing training the needs, problems, facilities and the psychological principles are kept in view for selecting the knowledge, skills and attitudes to be imparted to the students. Primary education should be co-education otherwise according to the local needs. The tenure of elementary education may be fixed keeping in view the aforesaid elementary education at the time of independence was of four years duration. In 1947 in the meeting of All Pakistan conference it was decided to make this duration from four to five years. Progressively elementary education would be of six years and ultimately of eight years. Practically elementary education is spread over a period of five years that starts at the age of five and ends at ten (p. 104).

Productivity of Education policies and Five year plans: Unfortunately the planning made for education policies did not become the part of our five-year development plans. Periods of education policies and Five-year plan were quite different. Importance of education did not remain the same in different periods and governments. Importance of educational department varied as compared to other department. Rupees specified in budget did not motion to meet demands and promises. After specification of money it was never fully paid, therefore the targets of educational policies and five-year plans were never achieved. The second reason was that according to financial rules when specified money was not used till 12 pm of 30th June was of no use. As a result of a lot of this speed of education progress always remains very slow. Therefore targets of education policies and plans were not fully achieved up till now.

Implementation of National education commission 1959: Govt. accepted all the suggestions with the saying that he will try to follow these. For the implementation of suggestions, most of them were withdrawn due to public pretest. The commission suggested committees for the implementation but quite useless. There was a need for change in the structure of education.

note it of the Elementary & Middle Level

Implementations National Education Policy 1970: The circumstances in that period were peaceful. In 1971, the country was divided into two, Pakistan and Bangladesh. During this, Government of Yousaf Khan was dissolved. Like all the previous policies financial crisis created serious obstacles in the implementation of this policy. In 1972 Zia-ul-Haq came to rule and revised this policy and issued a new one. In this way this policy was not implemented.

Implementations National Education policy 1972-80: Most of the suggestions of this policy were political decision and were not based on research. Pakistan had a war in 1971 created a serious financial crisis that was a serious obstacle in the implementation of this policy. In 1977 Zia-ul-Haq dissolved the government. Zia-ul-Haq issued another policy in 1978 and new teachers were recruited during the policy period. Professional subjects were tried to introduce. All the institutions were nationalized and equalization was promoted. Free elementary education for all was much to the economy of the country. It is our bad luck that we simply announce the policy and did not plan to acquire desired results. It also happened with this policy. Schemes were introduced without feeling the economic crisis.

Implementation National education policy 1978: Critics say that funds are not enough for the implementation of policies. Government accepted the certificates of 'Deeni Madaris' and teachers were appointed. Teaching of Holy Quran was made compulsory. Urdu was made compulsory medium instruction at elementary level (p. 490).

Implementations National education Policy 1992:

Computer education was not introduced.

1. Targets of new elementary schools were not achieved.
2. The targets were set for 2002 but Nawaz Sharif Government was dissolved in 1998.
3. There were required results were not achieved from this policy.

Recommendations of national education policy 1998-2010

1. Improving quality and access of elementary education
2. Improvement of teachers' competencies and enhancement of relevance of programmes for teachers.
3. Introduction of KACHI class at elementary level.
4. Maximizing the role of family, community, schools, non-government organizations and the media in the provision of elementary education
5. Elimination of disparity and promoting equity
6. Assessing high priority to the education of out of school children.
7. Adopting non-formal system as supplementary to formal system.
8. Diversification of financial resource base of elementary education
9. A monitoring system should be developed to obtain timely and reliable information on enrolment, retention, completion, and achievement. Qualitative monitoring achievement will also be introduced.
10. Management and supervision should be improved through greater decentralization and accountability in service delivery (Rashid, 2004, p. 106).

Major issues and challenges of elementary education are summarized as below:

1. More than 5.5 million primary school age (5-9) children are left-outs.
2. Approximately 45% children dropout of school at primary level.
3. Teachers' absenteeism is a common malady in schools, especially in the rural areas.
4. Teacher lack commitment and motivation.
5. Instructional supervision is weak at elementary level.
6. About one fourth of primary school teachers are untrained. However, the present training infrastructure does not appear to improve the quality of instruction.
7. Learning materials are inadequate and of poor quality. Teaching methods are harsh and uncongenial.

7. Above all, character building, which is the basic fundamental objectives of education and training, is neglected creating serious problems both for the individual and the nation. (Rashid, 2004, p.106)

5. Procedure of the study:

Research process was the following

To evaluate the targets and achievements of the elementary education in Pakistan

1. Historical method of research was adopted
2. Journal and research project reports related to evaluation of targets and achievements were studies.
3. Education policies from the dawn of freedom 1947 to 2008 were studies
4. Five-year government plans were studies
5. Reports and related literature was consulted to study the targets and achievements of the elementary education

6. Delimitations of the study:

1. The research is delimited only to the elementary education.
2. In this research discussion is undertaken with respect to plans and education policies of Pakistan.

7. Findings:

1. Political unstable circumstances were the main reasons due to that plans and educational policies failed
2. It is happened that five year plans and educational policies introduced without considering the economic crisis of the country as after war of 1965 and 1971, there were serious financial crisis in the country
3. There is a need to change whole system to get maximum benefits.
4. Since independence educational policies and plans were made they were not fully implemented
5. Govt. announced free education, which did not match the economy of the country.
6. Syllabus of elementary education did not fulfill the demands of Islam and modern world
7. Time period of educational policies and plans was totally different.
8. Funds allocated in budget were not sufficient to meet the requirements of the plans
9. After the allocation of expenditure it was not fully paid so that the five year plans and educational policies were not fully implemented
10. It was promised to provide facilities in the education sector but it was merely a dream.
11. Political pressure on education sector has created a serious problem.
12. It has been observed that character building was not stressed in educational policies and five year plans.
13. Facilities (buildings, furniture, dispensary, equipments of sports and other learning material, Co-curriculum activities A.Y. aids etc.) for elementary education were not equally distributed in our country.
14. Although women education was stressed but proper arrangements were not made for it
15. Proper attention was not made seriously to raise literacy rate.

Conclusion: From over all study of the research, it is concluded that the targets set for elementary education were timely and rationale to some extent. But it is unfortunate that most of the targets could not be properly achieved due to inappropriate allocation of funds, lack of funds, political instability and large number of education policies by different governments in different periods and lack of infrastructure. The outcome of this halfhearted implementing education

and plans are inconsistent. In short it can be concluded that the plans and policies for elementary education has been unrealistic, inconsistent and inappropriate. The country is in a state of emergency. There is a need to keep target up and to achieve it. I have included in my thesis with the works of other researchers, which I have observed and recorded that the "prevailing attitude of the government towards elementary education is worth quoting here

"Education... can meet its responsibilities only if a revision of attitudes on the part of the professional educator is accompanied by a change in the attitude of the public and the government. In Pakistan education the prevailing attitude of the public and the government is that it warranted low priority. Among those who are responsible for the government, it was the recognition of the fact that at independence the nation had no resources except its own manpower. Although our leaders were not at all negligent of public education, the implementers of the policy of others, education, which was given the importance that would enable it to meet the needs of a people who were not yet a nation, but a collection of tribes, clans, and castes, was not able to reflect the old ways."

Recommendations:

1. Declare education as the highest priority of government. Explain that unless the impediments of illiteracy and lack of education are removed, the country will remain fraught with the danger of civil war and that in the absence of political will in the ruling classes to do some thing in this arena, it seems that it is up to the army to defend the country against illiteracy and lack of education, for there is no factor more important to the well-being of a nation than human resource and no negligence worse than neglecting its development.
2. Make it mandatory for government and army officers at all levels to do some thing in various educational institutions in relation to their skills and educational requirements.
3. Make it a mandatory requirement for various degree programmes that the candidates after taking their exams, shall spend a specified period of time for social work or teaching at assigned institutions. (These assignments should be given in a judicious and practical manner).
4. Ask for volunteers with specified qualifications to contribute their services in the areas of work or residence under organized bodies that can be formed for this purpose by the government.
5. Ask the public to contribute financially for this purpose. Modern marketing and fund raising techniques can be adopted for this task.
6. Many government school buildings can be converted into commercial schools of good level. The government can consider offering many of these schools to private sector organizations in the field of education on the condition that a specified percentage of bright students from the lower and middle classes will be granted admission and scholarships. Tax benefits, exemptions may also be made part of the deal to encourage entrepreneurship in this area.
7. Offer tax benefits/exemptions and other such incentives to private sector groups to invest in education in rural and less developed areas.
8. Make it mandatory for each industrial unit/agricultural estate of an area above a specified limit to provide for a school within the premises area. Alternatively the owner can be asked to share costs with the government for setting up such school. Another option is giving various financial tax incentives.

9. Introduce standardization of curricula and licensing and certification of teachers to improve standards (as is done in the USA).
10. Introduce high quality selection procedure for teachers and offer the candidates better incentives.
11. Use electronic media more extensively for educational purposes. A channel could be devoted to just education. In this regard:
 - (i) Teachers of high caliber can take classes for different subjects at various levels.
 - (ii) These lecturers can be telecast as well as recorded.
 - (iii) The lectures can be delivered by telecasting them or by playing recorded cassettes even in schools in far flung areas where quality education is usually not available.
 - (iv) Later on computers can also be used with sufficient data banks and internet and e-mail facilities for more interactive education, and
 - (v) If an appropriate system is designed, more students can be taught in one school using cassettes, discs, etc. with relatively less teachers.
12. In rural areas, provide each school with at least one army man to ensure that people face no resistance from the feudal in educating their children.
13. Provide people with incentives to educate their children. This can be done in various ways. For instance:
 - (i) Even lower level government jobs as for clerks, peons, constables can be linked to a minimal level of education and entrance tests.
 - (ii) Various loans (e.g. agricultural loans) can be linked to whether an applicant has educated or is educating his children.
14. Link agricultural loans/tax benefits to feudal landlords with a specified number of people they have helped in obtaining a required level of education.
15. Similarly, link industrial loans to education.
16. Similar linkages can be made in relation to adult education programmes.
17. Give more importance to language education and mathematics at the elementary, primary and secondary levels. The unfortunate fact is that usually even some postgraduates lack basic skills in these areas. Language and mathematics are the foundation on which acquisitions of other skills depends. Though much of the problem is due to poor teaching, yet curricula, texts, pedagogy and examination techniques also have a lot to do with the current situations.
18. Various teams of experts should be involved in performing the above mentioned task of improvement and formation.
19. Instruction in science, history and social studies should be incorporated in language teaching at the primary and secondary levels through activities and projects.
20. Computer education should also be introduced gradually right from the elementary stage in education.
21. At the proper stage, instruction in foreign languages (especially Arabic for closer cultural and economic ties with the Arab world, for better understanding of Islam in the educated classes) and social skills (for enhancing emotional intelligence) should also be encouraged (Goldman, 1996). Both these areas have gained immense importance in the wake of globalization.
22. More emphasis should be given to the development of educational institutions for some unconventional disciplines as fashion designing, art, music and literature. There is a lot of talent in the country in this field and a great, high return international market for the products and services of skillful people in this area.

23. Similarly, a system of continual vocational training should also be introduced for workers in different fields.
24. Instructing and informative documentaries and activities should also be designed for the education of students. Similarly, institutions like museums, libraries, etc. should also be developed. Collaboration with the state corporates could be for this purpose.
25. Various bodies of academic experts should also be formed to monitor, standardize and develop all the above-mentioned programmes (1-8).
26. Corporal punishment being given to students in schools must be checked as it was causing massive dropouts, particularly in the rural areas.
27. Introduce one medium of instruction. In the international environment of competition today, English is to be given preference if a choice is to be made (as too many languages under nine instruction in any one).
28. Religious education should be incorporated in the mainstream education. For this purpose the most important thing is introduction of Urdu as a second language at the appropriate stages. This may not be as difficult as it seems. Some work may be required in formulating the curricula and pedagogy but the demand will create its own supply, and it is expected that schools, institutions and parents will also be important contributing factors.
29. An action plan should be made which include ways and means to restore the status and dignity of teachers so that qualified people could join the profession. At present only those people are joining the teaching profession who failed to get jobs anywhere else.
30. A mechanism should be framed for checking the assessment of teachers and discuss their positions inside.
31. Government should launch a massive programme at district level to provide the missing facilities in all schools. The lack of facilities in the existing schools constitutes a major factor in the massive dropout ratio in Pakistan. Almost 70% children dropped out at the primary level of Class-I to VI, while a total of 82.4 per cent students dropped out on completion of the elementary cycle (class-I to IX). Only 17.6 per cent students actually went to Class-X.
32. Government should aim to increase the enrolment at elementary level gradually to attain cent percent literacy. The plan should focus on improving quality of elementary education by enhancing teachers' vision and knowledge, making interesting and relevant curricula and creating a positive teaching and learning environment and a reliable evaluation system.
33. The plan should also focus on developing effective projects with the help of private sector to attract the drop outs back to schools, eliminate gender based disparities, promote quality, and improve a monitoring system from success of system.
34. It would be required to enrich coordination of district with regard to educational plans, provide tutorial and financial support to district and ensure that funds allocated did not lapse.
35. Public-private partnership in education sector should be encouraged. The teaching profession should be elevated to its past glory making it attractive and offer incentives to the teachers considering their vital role as nation builders.

Course Contents of the Primary Classes (Study Material)

Introduction: Curriculum development emerged as a national activity in Pakistan in the early seventies and has been a continuous process since then. The word "curriculum" is a term that got currency in Pakistan in the early seventies when it became apparent that the curriculum that had been prescribed earlier had not taken into consideration the aspirations of a newly independent nation nor had it recognized the problems that were likely to beset the implementation of the curriculum in an over-populated, resource constrained and inadequately trained education system. Pakistan had to make the transition from a colonial approach towards education to a nationalistic one and it had to ready itself on the side of delay. The piecemeal approach of the British and the States had to be abandoned in favour of a scenario that would embrace the requirements of the populace at large, without restricting itself to upholding the interests of a few. For the national curriculum, a conceptual re-organization resulted in the transformation of the content areas that were being taught at school. The years 1972-74 saw the emergence of new curricula, textbooks and teaching materials across the entire fabric of the school system, from classes I to 10.

Experts were called upon to frame the procedure of curriculum development. They used a prescriptive approach. A combination of cross-sectional involvement and a small scale experimentation commenced in the seventies, in the second cycle of curriculum revision. Reports, that were produced then as a result of the new process, listed objectives of curriculum that were much beyond imparting of simple facts of knowledge. To handle this task, a separate institution called 'National Bureau of Curriculum and Textbooks' was established as a wing of the Ministry of Education. The National Bureau was assisted by four Provincial Bureaus of Curriculum, one in each province in accomplishing its task. The 1973 constitution along with the subsequent Act of 1976 enabled the NBCT to exercise necessary powers for implementation of curriculum.

Role of National Committee: The NBCT, with the collaboration of Provincial Governments, constitutes a National Committee, which prepares a final draft curriculum after having studied the draft reports produced by the Provincial Bureaus of Curriculum. The final draft, prepared by the National Committee is circulated among several listed agencies concerned with education, soliciting their comments. The National Committee meets again to prepare the final curriculum in the light of the comments thus received. This exercise is repeated in each subject area and for each class. The final curriculum is then sent to the four Provincial Textbook Boards which produce books and teacher guides, through their own specific practices. These textbooks, according to the Act of 1976, are approved by the National Review Committee constituted by the NBCT.

Approval of Curriculum: The Federal Curriculum Wing approves the final curriculum and provides copies of the same to these Boards for production and distribution of textbooks according to a timeframe. The Boards then assign this work to a number of authors, normally more than one for each book that they select in different ways. The Punjab and Sindh Boards invite, through the press, all those who are interested to submit completed manuscripts to the Boards within a specific period of time. These manuscripts are sent to evaluators, who select the best chapters from the manuscripts. These chapters are then put together to form a textbook. The KPK and Balochistan Textbook Boards, however, themselves appoint the authors for providing the manuscripts. These manuscripts are edited and reviewed by an editor who is either on the staff

of the Board or appointed from the outside. The edited manuscript is sent to the Textbook Board for approval to the Curriculum Wing of the Ministry of Education. The Curriculum Wing appoints a National Review Committee (NRC) in consultation with the Boards and the Provincial Educational Officers. This committee reviews and further edits the manuscripts. In case of approval the manuscripts are returned to the Boards for final printing. There is a provision for a second or third review by the NRC, a second or third review may be called for.

MAJOR FEATURES OF COURSE CONTENT

In the area of curriculum, instructional materials, and related spheres, the quality concerns have been addressed in the following manner at Primary level:

1. Continuation of integrated curriculum for class I-III, with separate treatment of Mathematics.
2. Starting Nazra Quran from Class I, and its completion in the terminal year (Class VII).
3. Updating concept based curriculum for increasing awareness of the learners about society and inculcating Islamic values.
4. Adopting a liberal policy concerning the medium of instruction, Provincial National or English.
5. In areas where female participation is low, special incentive oriented programmes to be created to enroll and retain girls in schools.
6. Updating the primary kit, guides and workbooks in the languages of the medium of instruction, and providing them to the schools.
7. Providing special funds to improve the facilities for improving the learning process. This may include computers, science kits and supplementary books dealing with general knowledge.
8. Initiating a new cycle of curriculum reform directed towards improving the delivery of curriculum.
9. Encouraging, enquiry, creativity and progressive thinking through project oriented education.
10. Reinforcing and coordinating the linkages in the areas of curriculum development, textbook writing, teacher training and examinations to enhance the quality of education.
11. Integrating concepts dealing with the environment health and population education into relevant subjects.
12. Removing overcrowding and overlapping of concepts in the curricula.
13. Adopting workshop techniques for developing new textbooks, giving comprehensive treatment to the concepts. Use of graded vocabulary emphasized.
14. Providing incentive to teachers for preparing new and attractive material making use of audio-visual and printed media.
15. Approving multiple textbooks and allowing the institutions to select any of these texts.
16. Encouraging use of library materials to enhance creative writing, presentation and collection, presentation and dissemination of information.
17. Reviewing a system of continuous internal evaluation culminating in the Annual Examination to assess student performance.

GOALS OF PRIMARY SCHOOL

The general goals of the Primary Education Curriculum are -

1. To provide for the overall growth and development of the child.
2. To create in the child a sense of citizenship in community, country and world.
3. To promote intellectual development of the child which includes literacy in languages, numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values in Islamiat.
4. To provide learning that is relevant to the needs of the child.
5. To equip the child life-long learning skills.

THE SPECIFIC GOALS ARE TO DEVELOP IN THE CHILD

1. A balanced personality by acquiring knowledge of Islamic values and by encouraging their use in thought and action.
2. An understanding of the ideological foundations of Pakistan and to encourage patriotism and love for country and mankind.
3. Basic language skills.
4. Basic numeracy skills.
5. An understanding of the scientific method and development of a range of basic skills and relevant content.
6. An awareness of natural resources, their use and conservation.
7. An understanding of the environment and the interaction among the human population, plant and animals, and the physical conditions.
8. A spirit of appreciation for religious and cultural activities and festivals of communities.
9. An understanding of healthy living and the need for hygiene and sanitation.
10. An understanding of the inter-dependence of the family and the community and their functioning.
11. An understanding of the need for communication and transport as essential elements in development.
12. An understanding and participation in physical activities.
13. Attitude, skills and abilities to pursue learning to become productive members of society.

CONTENT OF PRIMARY SCHOOL CURRICULUM

The content of primary school curriculum, along with topics and sub topics is presented below

CLASS - I

SUBJECT - ENGLISH LANGUAGE:

1. Listening and Speaking Skills:

- (a) Identify and recite alphabets and numbers upto ten.
- (b) Identify and name familiar objects in singular and plural form.
- (c) Follow simple instructions.
- (d) Understand and use social courtesy expressions.
- (e) Articulate words with short vowels and sounds of familiar objects.

2. Reading:

- (a) Recognize and associate sounds with letters.
- (b) Sound out and associate small and capital letters.
- (c) Recognize numbers and letters. (d) Light read familiar words of one or two syllables.

3. Writing:

- (a) Identify and trace/copy out small and capital letters.
- (b) Identify and trace/copy out numbers upto ten.
- (c) Write the beginning sounds of familiar vocabulary.

1. Listening Skills:

- (a) Discriminate sounds of different syllabus.
- (b) Follow verbal directions.
- (c) Listen to stories and answer questions.
- (d) Discriminate sounds of different animals and machines, heard in the environment.

2. Speaking Skills:

- (a) Speak with correct pronunciations.
- (b) Speak salutations and convey messages correctly.
- (c) Tell about environment and narrate simple stories.

3. Reading and Comprehension:

- (a) Read sounds, make words and simple sentences.
- (b) Read and comprehend textual material.
- (c) Answer simple questions.
- (d) Picture reading.

4. Vocabulary:

Understand vocabulary by matching:

- (a) words with pictures.
- (b) singular and plural.
- (c) masculine and feminine and
- (d) opposite words.

5. Sentence Structure:

- (a) Complete sentences using singular, plural, nouns, helping verbs.
- (b) Complete sentences using masculine and feminine nouns and verbs in the present tense.
- (c) Change affirmative to negative sentences.
- (d) Use of interrogative words.
- (e) Use of adjectives, pronouns, personal and possessive in the masculine and feminine forms.
- (f) Use of prepositions.
- (g) Use of simple present tense, present continuous tense and simple past tense.

5. Writing Skills:

- (a) Spell simple words, two to three syllabus.
- (b) Transcribe words and sentences from the text.
- (c) Write simple sentences correctly.
- (d) Order words to make a correct sentence.
- (e) Write dictation correctly.
- (f) Use words to complete sentences, forming a small paragraph on one topic.

SUBJECT: MATHEMATICS

1. Number:

- (a) Understanding of numbers from 0 to (1)
- (b) To use and interpret a number line for whole numbers.
- (c) Understand the use of place. Value for tens and ones and:
 - (a) count from 1 to 100.
 - (b) write numbers from 1 to 100 in ascending and descending order.
 - (c) arrange randomly chosen numbers in order.
- (d) Understand the concepts of half and quarter, identifying these fractions in daily objects and of numbers e.g. a group of student.

2. Algebra:

- (a) Understand that addition is commutative.
- (b) Add together 2 digit numbers, without carrying, the sum being less than 100
- (c) Subtract 2 digit numbers without borrowing

3. Money:

- (a) To be familiar with Pakistan coins and notes upto Rs. 100.
- (b) Solve problems involving addition and subtraction of money less than Rs. 100 and the following notes: 1, 2, 5, 10, 50.

4. Measurement:

- (a) To be able to measure and compare lengths of objects using informal units, e.g. hands, paces, sticks, strings, etc.
- (b) To be able to measure and compare the capacities of containers using informal units, e.g. cups, spoons.

5. Time:

- (a) To be able to tell and write clock time expressed on the hour e.g. 11 O'clock
- (b) Know the names and sequence of the days of the week
- (c) To be able to answer questions requiring identification and writing of the days of the week

6. Geometry:

- (a) To identify and name the different plane shapes i.e. circle, rectangle, square and triangle.
- (b) To identify the inside and outside of these shapes

SUBJECT: SCIENCE**1. Living Things:**

- (a) Classify animals according to their physical appearance i.e. sizes and shapes.
- (b) Classify animals according to their movement pattern.
- (c) Observe and classify plants according to their physical appearance i.e. relative sizes and shapes of their leaves.
- (d) Observe plants and classify flowers according to their sizes, shapes and colours.

2. Matter & Energy:

- (a) List various material objects around us.
- (b) Differentiate between material objects in three states i.e. solid, liquid and gas.
- (c) Identify sources and uses of heat and light.
- (d) Observe and state that light sources are usually heat sources as well
- (e) Observe and state how light enables us to see things

3. Earth and Universe:

- (a) Tell that the sun, moon and stars are seen in the sky.
- (b) Observe and state that the sun is a source of heat and light.
- (c) Observe and state that day and night are related to the rising and setting of the sun.
- (d) Observe and state that morning, noon and evening are related to the position of the sun
- (e) State that weather condition changes by wind, rain and clouds.

SUBJECT: ISLAMIYAT**1. Quran Khwani (Recitation):**

- (a) Recognition of Arabic alphabet
- (b) Memorization (Hifz)

Allah is Great

In the name of God, the Merciful, the Mercy Giving. There is no god but God and Muhammad (PBUH) is His Messenger

2. Beliefs and Prayers:

- (a) Belief in Allah (the Creator and the only One having no countable parts)
- (b) Muhammad (PBUH) is the last and final Prophet of Allah
- (c) The Holy Quran is the last and final Book revealed from Allah
- (d) Etiquettes and Taharat (ablution) and cleanliness of body and dress
- (e) Seerat-un-Nabi
- (f) Name, father's name and up-bringing of the Holy Prophet (PBUH)

4. Morals & Manners:

- (a) Getting up early, recite Kalimah, Tasbeeh, Islamic greetings, Salams, etiquettes, eating and drinking

Note: There is no separate text book of Islamiyat for Class I

CLASS II**SUBJECT: ENGLISH LANGUAGE****1. Listening and speaking skills:**

- (a) Understanding and use of social courtesy expressions
- (b) Identify and count numbers ten to twenty
- (c) Identify and name familiar objects (in singular and plural forms)
- (d) Follow simple instructions.
- (e) Comprehend and answer simple questions using the interrogative: "What" and verb "to be" in present tense

2. Reading:

- (a) Read words with short vowels.
- (b) Recognize and read numbers 10 to 20
- (c) Recognize and read simple sentences with familiar objects and body parts (based on pictures)
- (d) Recognize and read familiar command verbs e.g. sit down, stand up

3. Writing:

- (a) Write the beginning sounds of familiar vocabulary
- (b) Copy out simple words using appropriate letters (small, capital)
- (c) Recognize and copy simple words, body parts, familiar objects, etc. (based on pictures).
- (d) Copy out and write numbers one to twenty (in figures)

SUBJECT: URDU**1. Listening Skills:**

- (a) Carry out verbal instructions
- (b) Listen to passage or poem and answer
- (c) Literal questions about details
- (d) Interpretive questions about main idea

2. Speaking Skills:

- (a) Answer questions about pictures.
- (b) Narrate events by looking at pictures.
- (c) Communicate message and information
- (d) Tell stories.

3. Reading and Comprehension Skills:

- (a) Read fluently the textual material with correct pronunciation.
- (b) Answer questions relating to the text
- (c) Read captions, labels and signboards.
- (d) Read stories and other supplementary material.

4. Vocabulary:

Expand vocabulary through:

- Understanding meaning from context
- Matching singular to plural, masculine to feminine and opposites

5. Sentence Structure:

- Complete sentences using, singular and plural, masculine and feminine, adjectives, personal pronouns, possessive pronouns and prepositions
- Use of affirmative, negative and interrogative.

6. Writing Skills:

- Transcribe words, sentences and paragraphs from the textbook, charts, etc.
- Write dictation from the textbook correctly
- Rearrange words to make meaningful sentences
- Form words from letters and syllabus
- Use words to complete sentences forming a small paragraph on one topic

SUBJECT: MATHEMATICS

1. Number:

- Understanding place-value for hundreds, tens and ones, reading and writing numbers upto 1000
- Arrange 3 digit numbers in ascending and descending order
- State missing numbers in ascending and descending sequences
- Understand the following fractions. One third, two third, one fourth, three fourth. Identifying these fractions of familiar objects

2. Algebra:

- Identify any two number whose sum is 20 or less.
- To add 2 and 3 digit numbers whose sum is less than 1000, with and without carrying.
- To subtract any numbers less than 1000 with and without borrowing
- Understand multiplication as repeated addition
- Understand division (without remainder) as repeated subtraction and sharing equally
- To count in 25's and 10s and to write these sequences

3. Money:

- To be familiar with all Pakistani coins and notes
- Solve problems related to the use of Pakistani currency (rupees only) involving amounts less than Rs. 1000.

4. Measurement:

(i) To be familiar with:

- the meter as unit of length
- litre as unit of capacity
- kilogram as unit of mass

5. Time:

- To be able to tell and write clock time in hours, half and quarter hours.
- Know the names and sequences of lunar and solar months and to be able to write them
- Use of calendar to identify days and dates.

6. Geometry:

- Identify plane figures as open or closed, their boundaries, insides and outsides
- Identify similar plane shapes viz circle, rectangle, square, triangle, grouping them together

- Identify similar 3 dimensional shapes viz cube, cylinder, cone, sphere, etc.

Information Handling:

- Read picture graphs presented in both vertical and horizontal form

SUBJECT: SCIENCE

1. Living Things:

(a) Classify animals according to:

- Their different kind of coats.
 - Their living habits and habitats
 - Their eating habits.
- Observe and identify plants according to shapes and sizes.
 - Observe and compare plants according to size and shapes of their roots.
 - Observe and classify different kinds of seeds.

2. Matter and Energy:

- Observe and state that material objects can be moved and that motion can be slow as well as fast.
- Compare heavy and light objects
- Force is necessary to make things move, push or pull.
- Demonstrate that heat is produced by burning and rubbing things
- More heat (and light) is obtained from a source at a shorter distance and less heat (and light) at a longer distance.
- Demonstrate how shadows are cast at different times of the day.

3. Earth and Universe:

- Observe and identify the surface features of the earth
- State the different phases of moon
- State that four directions are related to the rising and setting of the sun
- Distinguish between the four seasons

SUBJECT: ISLAMIYAT

1. Quran Kibani:

- The use of vowel signs (Harakat) and reading of simple Arabic compounds
- Memorization (HIFZ): TAAOZ, SOORAH-FATEHA AND KALMA SHAHADAT

2. Beliefs and Prayers:

- Allah is one. He has no counterpart (Providence). His blessings, thankfulness, prayer
- Hazrat Mohammad (PBUH) is the last Prophet of Allah. He is the Leader and Guide of the whole world and model of the best moral character
- Revelation of the Holy Quran.
- Translation of TASMIA, TAKBIR, KALIMA TAYYABA AND DAROOD SHARIF.

3. Seerat-Un-Nabi:

- Childhood of the Holy Prophet

4. Moral and Manners:

- Respect of elders, parents, teachers
- Books and knowledge.
- Truthfulness.
- Seeking permission for entrance.
- Being grateful.
- Seeking forgiveness.

CLASS III**SUBJECT: ENGLISH LANGUAGE****1. Listening and Speaking Skills:**

- (a) Understanding and using of social courtesy expressions
- (b) Counting of numbers in tens upto 100.
- (c) Learn name of familiar objects in terms of singular and plural form
- (d) Use of possessive nouns, adjectives, common verbs, adverbs, prepositions
- (e) Use of present continuous tense in affirmative negative and interrogative form

2. Reading:

- (a) Sound out combinations such as sh, ch, th, wh, ph, etc
- (b) Read short vowels
- (c) Read simple sentences using common nouns in singular and plural form and present tense forms of common verbs (to be, to have, to read, etc.)
- (d) Use of present continuous tense in affirmative, negative and interrogative form.
- (e) Use of prepositions, adjectives and pronouns.
- (f) Recognition of question mark and full stop

3. Writing:

- (a) Writing down one's own name.
- (b) Copy out common nouns
- (c) Copy out numbers in numerical and words 1-10
- (d) Copy out simple questions and answers.
- (e) Write beginning sounds, ch, sh, th, wh, ph, etc

SUBJECT: URDU**1. Listening Skills:**

- (a) Listen and carry out instructions.
- (b) Listen to speeches organized at classroom level
- (c) Listen to stories, passages and poems and answer questions relating to
 - (i) details about characters
 - (ii) selecting a main idea
 - (iii) sequencing events in a logical order

2. Speaking Skills:

- (a) Recite poetry
- (b) Retell a story
- (c) Convey message correctly
- (d) Talk about a topic of interest
- (e) Narrate familiar events
- (f) Participate in classroom discussion

3. Reading and Comprehension

- (a) Read textual matter with fluency.
- (b) Read passages and poems and answer questions related to the passage.
- (c) Read stories and other supplementary material and answer questions.
- (d) Read instructions from the bulletin board, signboards, etc.

4. Vocabulary:

Expand vocabulary through:

- (a) Understanding meaning context
- (b) Forming singular plural
- (c) Changing masculine and feminine gender

5. Sentence Structure:

- (a) Complete sentences using
 - (i) Singular plural
 - (ii) Masculine feminine
- (b) Adjectives
- (c) Personal Pronouns
- (d) Prepositions
- (e) Past, Present and Future tense.

6. Writing Skills:

- (a) Transcribe sentences and paragraphs.
- (b) Simple sentences, (dictation)
- (c) Re-arrange words to make a meaningful sentence
- (d) Change negative sentences into affirmative and affirmative into negative or interrogative form.
- (e) Fill up the blanks to form a paragraph.

SUBJECT: MATHEMATICS**1. Numbers:**

- (a) Recognition, reading and writing of numbers upto 100,000 (1 Lakh)
- (b) Identify, name and write any proper fraction with denominator not more than 10

2. Algebra:

- (a) Be familiar with the associative property of addition
- (b) Add mentally numbers whose sum is 50 or less.
- (c) Add and subtract 2, 3 and 4 digit numbers.
- (d) Be familiar with the commutative property of multiplication.
- (e) Learn tables upto 10.
- (f) Multiplication and division of 2 and 3 digit numbers by a single digit number

3. Money:

- (a) To make up amounts and give change using Pakistan currency notes
- (b) Solve problems involving addition and subtraction and the use of currency notes

4. Measurement:

- (a) Understand the concept of length, capacity and mass, in terms of meters, litres and grams

5. Time:

- (a) To understand the concept of time in terms of hours, minutes, days, weeks and months.

6. Geometry:

- (a) Draw a line segment, a triangle, a quadrilateral, rectangle and a square, (without measurements).
- (b) Concept of perimeter.
- (c) Identify pyramids, triangular and hexagonal prisms

7. Information handling:

- (a) To interpret simple bar graphs

SUBJECT: SCIENCE**1. Living thing:**

- (a) Animal as living things
- (b) Animals and their environment
- (c) Characteristics of birds, insects and mammals
- (d) Parts of a plant

(c) Part as a living thing

2. Matter and Energy:

- Definition of matter and three states of matter
- Water in all three states
- Importance of water and air for survival of human beings
- Force and motion.
- Law of gravity
- Uses of heat and light

3. Earth and Universe.

- Soil and its formation.
- Classification of rocks according to different colors, shapes and hardness.
- Surface of the moon.
- The solar system with special reference to the positions of the sun and moon

SUBJECT: ISLAMIYAT

1. Quran Khwani:

- Basic principles of Quran Khwani (recitation)
- Recitation of Suratul Farcha, Parah Aimm (30), (last quarter only)
- Memorize AL-ASR, AL-KAUSAR, AL-LEHAB, AL-IKHLAAS.

2. Beliefs & Prayers:

- Names of four prominent Angels and the tasks assigned to them by Allah
- Etiquettes for recitation of the Holy Quran. (c) Prayer timings, etiquettes, orientation and intent.
- Translation TAOOZ, TASBEH, TAMHEED (e) Hazrat Adam (AS)

3. Seerat-un-Nabi:

- Biography of the Holy Prophet (PBUH) till the Revelation.
- Honesty and truthfulness of the Holy Prophet (PBUH), trade and fair dealings.
- The Holy Prophet (PBUH) as a model for human beings

4. Morals and Manners:

- Dealing with relatives, companions and neighbours
- Seeking permission to use other's things
- Abstaining from telling a lie, stealing, backbiting
- Etiquettes of conversation.

CLASS IV

SUBJECT: ENGLISH LANGUAGE

1. Listening and speaking Skills:

- Understand and use social courtesy expressions.
- Count from 1 to 100
- Learn names of fruits, vegetables, days of the week, basic shapes.
- Use personal pronouns, possessive adjective pronouns in singular and plural forms
- Use verbs in the present continuous tense (also in question form).
- Use of prepositions and conjunctions.

2. Reading:

- Sound out words with, bl, st, cl, sn, etc.
- Articulate long vowels; oo, ee.
- Read numbers upto twenty and upto one hundred in tens.
- Reading of days of the week.
- Use of personal pronouns, possessive adjective pronouns in singular and plural forms.

3. Writing:

- Use of capital letters
- Writing of the present continuous tense, words with bl, cl, st, sn, etc., long and short vowels and days of the week in simple sentences.
- Write numbers in tens, upto one hundred.
- Write numbers from 1 to 100
- Use of nouns, verbs, adjectives and prepositions in sentences.
- Simple questions and statements.
- Punctuation of questions and sentences

SUBJECT: URDU

1. Listening Skills:

- Listen and carry out instructions.
- Listen to stories, passages and poems and answer questions related to them
- Listen to speeches organized in the classroom.

2. Speaking Skills:

- Narrate events and experiences
- Participate in classroom discussions, debates and plays.
- Narrate simple stories
- Recite songs and poems.

3. Reading and Comprehension

- Read textual matter fluently.
- Read passages, poems, dialogues, stories and newspapers
- Answer questions related to reading material.
- Read instructions, information, advertisement, etc. given on TV.

4. Vocabulary

- Expand vocabulary by using: a. Context to understand meaning
- Opposites
- Prefixes and Suffixes.

5. Sentence Structure

- Use of:
 - Nouns in singular plural and masculine, feminine genders.
 - Adjectives, personal pronouns, prepositions, adverbs, conjunctions and interjections.
 - Use of past, present and future tenses.
 - Change affirmative to interrogative statements.

6. Writing Skills

- Transcription.
- Dictation with punctuation marks
- Re-arrange sentences to form a paragraph
- Letter writing.
- Simple application for leave

SUBJECT: MATHEMATICS

1. Number:

- Understanding decimal numeration upto 1 crore.
- Urdu numerals
- Concept of fractions, i.e. proper, improper, compound and equivalent fractions
- Understanding decimal fraction numeration upto three decimal places

2. Algebra:

- Understanding of multiplication as associative and distributive over addition and subtraction.

- (b) Multiplication and division of 3 and 4 digit numbers by numbers less than 100
- (c) Common fractions.
- (d) Adding and subtracting decimal fractions upto three decimal places.

3. Measurement:

- (a) To add and subtract quantities in decimal form.
- (b) Concept of length, capacity and mass in terms of meters, grams and litres

4. Time:

- (a) Addition and subtraction of compound quantities
- (b) Solving problems involving hours, minutes and second, and days and weeks.

5. Geometry:

- (a) Measuring of a line in centimeters and millimeters
- (b) To identify boundaries, interior and exterior regions of common plane figures
- (c) Determine the perimeter of a rectangle and a square.

5. Information Handling

- (a) Interpret a simple line graph.

SUBJECT: SCIENCE

1. Living Things

- (a) Difference between living and non-living things.
- (b) Uses of animals and plants.
- (c) Food, balanced diet and health.
- (d) Living things and environments

2. Matter and Energy

- (a) Substance and its solubility.
- (b) Water Cycle.
- (c) Air and pollution
- (d) Kinds of gases.
- (e) Magnet, its poles and its uses.
- (f) How electricity works. Uses of electricity.
- (g) Definition of temperature

3. Earth and Universe:

- (a) Rotation of earth.
- (b) The solar system, with special reference to the positions of the sun, earth and stars.
- (c) Constitution of the earth.

SUBJECT: ISLAMIYAT

1. Quran Khwani:

- (a) Parah Amm (30) First three quarters.
- (b) Memorizing - AAIT-UL-KURSI, AL-FEEL, AL-QUREISH, AL-NASR
- (c) Memorize and Translate SURAT-UL-IKHLAAS.

2. Beliefs and Prayers:

- (a) That Allah loves righteousness and virtue.
- (b) Benefits of prayers.
- (c) The scriptures (revealed books).
- (d) Hazrat Noah (AS).
- (e) The Holy Prophets (PBUH) family and forefathers.

3. Seerat-un-Nabi:

- (a) Events that occurred from proclamation of Prophethood until migration.

4. Morals and manners in the light of Islamic Teachings:

- (a) Honesty, simplicity, punctuality in prayers, helping special people
- (b) Love for Pakistan
- (c) Careful use of resources

SUBJECT: SOCIAL STUDIES

1. Location and History:

- (a) About the province - its name, location, physical features, population, environment weather, etc.
- (b) A brief history of the Province

2. Resources

- (a) Different types of soil found in the area
- (b) The weather conditions and how clouds and rain are formed
- (c) How the climatic conditions affect the lives of people.
- (d) Effects of rivers on vegetation
- (e) Systems of irrigation
- (f) Animals and crops found in the province
- (g) Material resources and industrial development
- (h) Relationship between people and natural resources

3. Administration:

- (a) Functions of the provincial administration
- (b) Basic rights and duties of a citizen
- (c) Pakistan ideology.

4. Population:

- (a) Total number of population of the province
- (b) Occupation of people
- (c) Rural - Urban migration

5. Works of Public Utility:

- (a) Institutions working for the welfare of the public.
 - (i) Schools,
 - (ii) hospitals,
 - (iii) banks,
 - (iv) Municipalities.
 - (v) Welfare organizations.

6. Means of Transport and Communication:

- (a) Means of transport and imbalance between demand and supply due to population pressures.
- (b) Different medias of communication and their impact on the quality of life

7. Problems & Solutions:

- (a) Basic problems, including increasing population
- (b) Understanding of the Islamic values of Social justice

8. Important Personalities:

- (a) Identify the efforts of various personalities for the betterment of people
- (b) Respect and reverence for the important personalities
- (c) Days celebrated to honour the important personalities

SUBJECT: ENGLISH LANGUAGE

1. Listening and Speaking skills:

- (a) Understanding and use of social courtesy expressions.
- (b) Ordinal numbers: first, second, third, etc.

- (c) Counting in hundreds upto one thousand.
- (d) Names of simple uncountable nouns, meals, clothing, occupations, months of the year, seasons and directions.
- (e) Use of irregular plurals: men, women, children, feet, etc.
- (f) Use of pronouns in objective and possessive form
- (g) Use of verbs in past, present and future tense
- (h) Use of "adverb of time" and prepositions

2. Reading:

- (a) Reading of social courtesy expressions
- (b) Simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
- (c) Read simple sentences with adjectives, prepositions, adverbs, interrogatives
- (d) Reading of a short paragraph.

3. Writing Skills:

- (a) Write the months of the year, seasons, directions, time, clothing, occupations, numbers in hundreds upto 1000, ordinal numbers upto "tenth"
- (b) Simple sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions
- (c) Answer the questions after having read a given passage
- (d) Punctuate questions and sentences with capital letters, question mark and full stop

CLASS V**SUBJECT: ENGLISH LANGUAGE****1. Listening and Speaking skills:**

- 1. Understanding and use of social courtesy expressions
- 2. Ordinal numbers: first, second, third, etc
- 3. Counting in hundreds upto one thousand
- 4. Names of simple uncountable nouns, meals, clothing, occupations, months of the year, seasons and directions.
- 5. Use of irregular plurals, men, women, children, feet, etc
- 6. Use of pronouns in objective and possessive form.
- 7. Use of verbs in past, present and future tense 8. Use of "adverb of time" and prepositions.

2. Reading:

- 1. Reading of social courtesy expressions.
- 2. Simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
- 3. Read simple sentences with adjectives, prepositions, adverbs, interrogatives
- 4. Reading of a short paragraph.

3. Writing Skills:

- 1. Write the months of the year, seasons, directions, time, clothing, occupations, numbers in hundreds upto 1000, ordinal numbers upto "tenth".
- 2. Simple sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions.
- 3. Answer the questions after having read a given passage
- 4. Punctuate questions and sentences with capital letters, question mark and full stop

SUBJECT: URDU**1. Listening Skills:**

- (a) Listen to stories, poems and passages and give answer to the related questions
- (b) Draw inferences from discussions held in class
- (c) Listen to news, children programmes and speeches on radio and TV

2. Speaking Skills:

- (a) Relate events and give factual information
- (b) Describe personal observations and experiences.
- (c) Interpret picture stories.
- (d) Make speeches on given topics.
- (e) Recite poetry or national song.

3. Reading and Comprehension:

- (a) Reading of textual matter.
- (b) Read newspapers, posters, sign board and advertisements on TV
- (c) Reading of supplementary material.

4. Vocabulary:

- (a) Expand vocabulary by using
- (i) Context to understand meaning.
- (ii) Opposites.
- (iii) Prefixes and suffixes.
- (iv) Meaning of idioms

5. Sentence Structure:

- (a) Use of nouns, adjectives, personal pronouns, possessive pronouns, adverbs, prepositions, conjunction and interjection.
- (b) Use of past, present and future tense in their continuous forms

6. Writing Skills:

- (a) Dictation with special attention to punctuation marks
- (b) Write a paragraph with the help of outlines.
- (c) Writing simple applications and letters.
- (d) Writing stories from outlines.

SUBJECT: MATHEMATICS**1. Numbers:**

- (a) Roman numbers upto 20, and for 50, 100, 1000
- (b) Concept of divisibility, multiples, prime and composite numbers
- (c) Finding the Highest common factor (HCF) and the Lowest Common Multiple (LCM) of natural numbers.

2. Algebra:

- (a) Reduction of a common factor to its simple form and changing a common fraction into a decimal fraction.
- (b) Multiplication and division of decimal fractions.

3. Unitary Method:

- (a) Apply to the solution of everyday problems.

4. Average:

- (a) Solving of problems involving average (Mean)

5. Geometry

- (a) To know what is
 - (i) ray, line, parallel, vertical, horizontal
 - (ii) Angle, right angle, right triangle
- (b) To determine the perimeter of rectangles and various types of quadrilateral

- (c) Determine the area of geometrical figures.
- (d) Concept of volume of a solid.

6. Information handling:

- (a) To interpret pie-charts and line graphs.

SUBJECT: SCIENCE

1. Living things

- (a) Differentiate between animals that are hatched and born
- (b) Life cycle of an insect.
- (c) Life cycle of plants.
- (d) Crops and their cultivation.

(e) Kinds of food

(f) Hygienic living.

(g) Pollution.

2. Matter and Energy

(a) Atom and molecules.

(b) Three states of matter.

(c) The gravitational force

(d) Water and its uses.

(e) Water vapours.

(f) Simple machines, levers, wheels, pulleys, etc

(g) Forms of energy.

(h) Transparent materials

(i) Sunlight and how it works on colours.

3. Earth & Universe:

(a) Position and distance of sun in relation to the earth.

(b) The solar system and details about the important planets.

(c) Erosion of soil.

(d) Structure of the earth.

(e) Ocean and Ocean floor.

(f) Ocean as reservoirs of food

SUBJECT: ISLAMIYAT

1. Quran Khwani:

(a) Parah 1 (Comp etc)

(b) Hifz: Al-Mauna, Al-Kafroon, Al-Falq, An-Naas.

(c) Hifz and Translation: Soorah-e-Fateha, Kalima-e-Shahadat, Soorat-ul-Kausar and Al-Asr.

2. Belief & Prayers

(a) The life hereafter.

(b) Obeying the Holy Prophet (PBUH) and Allah.

(c) Importance of Seerat-un-Nabi

(d) Prophets (AS) Ibrahim (AS) Musa (AS) ISA (AS)

(e) Friday and Eid Prayers.

(f) Importance of Fasting

3. Seerat-un-Nabi:

(a) Fraternity

(b) Battle of Badr, Uhud, Ahzab.

(c) Truce of Hudaibiya

(d) Conquest of Meecca

(e) The Last Pilgrimage

(f) The demise of the Holy Prophet (PBUH)

4. Morals and Manners:

(a) Fulfilling the promise

(b) Tolerance, kindness and forgiveness.

(c) Islamic brotherhood and equality

(d) National cohesion.

(e) Love for Pakistan and its citizens

SUBJECT: SOCIAL STUDIES

1. Islamic Republic of Pakistan:

(a) Understanding the background and the resultant need for Pakistan

(b) The freedom movement and the various people who worked for it

(c) Ideology, integrity and security of Pakistan.

2. Local and Physical Features:

(a) The Hindu-Muslim differences and the resultant need for Pakistan

(b) Importance of location of Pakistan

(c) Neighbouring countries.

(d) Physical features of Pakistan.

(e) Knowledge and understanding of Islamic values.

3. Climate:

(a) Various elements of climate

(b) Systems of irrigation

4. Natural Resources:

(a) Natural vegetation, various agricultural products, and mineral power resources in Pakistan

5. Population:

(a) Imbalance, basic needs, environment and natural resources

(b) Way of life of the people of Pakistan.

(c) Relationship amongst the people of different provinces

6. Safety:

(a) Role of the Defence Forces and Police

(b) Social activities.

(c) Importance and philosophy of the national Anthem

7. Administration:

(a) Basic components of the constitution of the Islamic Republic of Pakistan

(b) Structure of the Government of Pakistan

(c) Pakistan flag and the philosophy behind it.

8. Works of Public Utility:

(a) Various organizations working for the welfare of society, including NGOs

9. Means of Communication and Transportation:

(a) Importance of various means of communication to meet people's basic needs

(b) Importance of various means of transportation to meet people's basic needs.

10. Problems and their solutions:

(a) Importance of the work of past heroes of Pakistan.

- (b) Identify obstacles in the way of national progress such as, increased population imbalance etc
11. Important Personalities who contributed to spread Islam and the freedom movement:
- (a) Identify great personalities who contributed to the making of Pakistan
- (b) Appreciation for the work of Muslim heroes.
- (c) Respect and reverence for the founder of Pakistan and other leaders

Course Contents of the Primary Classes – MCQs

Write the correct answer:

Curriculum development emerged as a _____ activity:

- (a)✓ National (b) Local
- (c) (a) & (b)
- (d) None of these

2. The years _____ saw the emergence of new curricula, textbooks and teaching materials across the entire fabric of the school system, that is, from classes I to 10.

- (a) 1970-72
- (b)✓ 1972-74
- (c) 1974-76
- (d) 1976-78

3. NBCT stands for:

- (a)✓ National Bureau Curriculum and Textbooks
- (b) National Bureau of Culture and Tourism
- (c) National Bureau for Control of Traffic
- (d) None of these

3. NRC stands for:

- (a)✓ National Review Committee
- (b) National Regulatory Committee
- (c) National Research Center
- (d) None of these

4. What are the major features of course content of primary level?

- (a) Continuation of integrated curriculum for class I-III, with separate treatment of Mathematics.

- (b) Starting Nazra Qura from Class I, and its completion in the terminal year (Class VII).

- (c) Updating concept based curriculum for increasing awareness of the learners about society and inculcating Islamic values.

- (d) Adopting a liberal policy concerning the medium of instruction, Provincial, National or English.

- (e)✓ All of the above

5. Which is not the feature of course content of primary level in Pakistan?

- (a) In areas where female participation is low, special incentive oriented programmes to be created to enroll and retain girls in schools.

- (b) Updating the primary text, guides and workbooks in the languages of the medium of instruction, and providing them to the schools.

- (c) Providing special funds to improve the facilities for improving the learning process. This may include computers, science kits, and supplementary books dealing with general knowledge.

- (d) Initiating a new cycle of curriculum reform directed towards improving the delivery of curriculum.

- (c)✓ Managing the foreign trips for students

6. What are the goals of primary schools?

- (a) To provide for the overall growth and development of the child

- (b) To create in the child a sense of citizenship in community country and world.

- (c) To promote intellectual development of the child which includes literacy in languages, numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values of Islamiyat.

- (d) To provide learning that is relevant to the needs of the child.

- (e) To equip the child life-long learning skills.

- (f)✓ All of the above

7. What are the specific goals which are necessary to develop in the child? According to the course content of primary classes:

- (a) A balanced personality by acquiring knowledge of Islamic values and by encouraging their use in thought and action.

- (b) An understanding of the ideological foundations of Pakistan and to encourage patriotism and love for country and mankind.

- (c) Basic language skills.

- (d) Basic numeracy skills

- (e)✓ All of the above

8. What is the nature of listening and speaking skills for students of Class-I?

- (a) Identify and recite alphabets and numbers upto ten.

- (b) Identify and name familiar objects in singular and plural form.

- (c) Follow simple instructions.

- (d) Understand and use social courtesy expressions.

- (e) Articulate words with short vowels and sounds of animal objects

- (f)✓ All of the above

9. In English language what is the nature and content of reading for Class-I?

- (a) Recognize and associate sounds with letters.

- (b) Sound out and associate small and capital letters.

- (c) Recognize numbers and letters.

- (d) Light read familiar words of one or two syllabus

- (e)✓ All of the above

10. What is concept of 'Writing' in English language for Class-I?

- (a) Identify and trace/copy out small and capital letters.

- (b) Identify and trace/copy out numbers upto ten.

- (c) Write the beginning sounds of familiar vocabulary.

- (d)✓ All of the above

11. Identify the 'Listening Skills' in Urdu language for Class-I?

- (a) Discriminate sounds of different syllabus.

- (b) Follow verbal directions.

- (c) Listen to stories and answer questions

- (d) Discriminate sounds of different animals and machines heard in the environment.

- (e)✓ All of the above

12. What is the nature 'Speaking Skills' in Urdu language for Class-I?

- (a) Speak with correct pronunciations

- (b) Speak salutations and convey messages correctly
- (c) Tell about environment and narrate simple stories.
- (d)✓ All of the above
13. What is concept 'Reading and Comprehension' of Urdu language for Class-I?
- (a) Read sounds, make words and simple sentences.
- (b) Read and comprehend textual material
- (c) Answer simple questions.
- (d) Picture reading.
- (d)✓ All of the above
14. Identify the process to understand vocabulary by matching in Urdu language for Class-I?
- (a) Words with pictures
- (b) Singular and plural
- (c) Masculine and feminine
- (d) Opposite words
- (e)✓ All of the above
15. What is the nature of 'Sentence Structure' in Urdu language for Class-I?
- (a) Complete sentences using singular, plural, nouns, helping verbs
- (b) Complete sentences using masculine and feminine nouns and verbs in the present tense
- (c) Change affirmative to negative sentences.
- (d) Use of interrogative words.
- (e) Use of adjectives, pronouns, personal and possessive in the masculine and feminine forms.
- (f) Use of prepositions.
- (g) Use of simple present tense, present continuous tense and simple past tense
- (h)✓ All of the above
16. What is the nature 'Writing Skills' in Urdu language for Class-I?

- (a) Spell simple words, two to three syllabus.
- (b) Transcribe words and sentences from the text
- (c) Write simple sentences correctly.
- (d) Order words to make a correct sentence
- (e) Write dictation correctly.
- (f) Use words to complete sentences, forming a small paragraph on one topic
- (d)✓ All of the above
17. To understand the 'Number' in Mathematics which types of items are essentials?
- (a) Understanding of numbers from 0 to (i)
- (b) To use and interpret a number line for whole numbers.
- (c) Understand the use of place value for tens and ones and
- (e)✓ All of the above
18. What are included in the syllabus Mathematics for Class-I?
- (a) Algebra (b) Money
- (c) Measurement (d) Time
- (e) Geometry
- (f)✓ All of the above
19. What are the chapter contents of Science for Class-I?
- (a) Living Things
- (b) Matter & Energy
- (c) Earth and Universe
- (d)✓ All of the above
20. What are the contents of Islamiyat for Class-I?
- (a) Quran Khwari (Recitation)
- (b) Beliefs and Prayers
- (c) Secret-un-Nabi
- (d) Morals & Manners
- (e)✓ All of the above
21. What are the contents of English Language for Class-II?
- (a) Listening and speaking skills
- (b) Reading

- (c) Writing
- (d)✓ All of the above
22. What are the contents of Urdu Language for Class-II?
- (a) Listening Skills
- (b) Speaking Skills
- (c) Reading and Comprehension Skills
- (d) Vocabulary
- (e) Sentence Structure
- (f) Writing Skills
- (g)✓ All of the above
23. Identify the syllabus contents of Mathematics for Class-II?
- (a) Number (b) Algebra
- (c) Money
- (d) Measurement
- (e) Time
- (f) Geometry
- (g) Information Handling
- (h)✓ All of the above
24. Identify the syllabus contents of Science for Class-II?
- (a) Living Things
- (b) Matter and Energy
- (c) Earth and Universe
- (d)✓ All of the above
25. Identify the syllabus contents of Islamiyat for Class-II?
- (a) Quran Khwari
- (b) Beliefs and Prayers
- (c) Secret-un-Nabi
- (d) Moral and Manners
- (e)✓ All of the above
26. Identify the syllabus contents of English Language for Class-III?
- (a) Listening and Speaking Skills
- (b) Reading
- (c) Writing
- (d)✓ All of the above
27. Identify the syllabus contents of Urdu for Class-III?
- (a) Listening Skills
- (b) Speaking Skills
- (c) Reading and Comprehension
- (d) Vocabulary

- (e) Sentence Structure
- (f) Writing Skills
- (g)✓ All of the above
28. Identify the syllabus contents of Mathematics for Class-III?
- (a) Number (b) Algebra
- (c) Money
- (d) Measurement
- (e) Time
- (f) Geometry
- (g) Information Handling
- (h)✓ All of the above
29. Identify the syllabus contents of Science for Class-III?
- (a) Living Things
- (b) Matter and Energy
- (c) Earth and Universe
- (d)✓ All of the above
30. Identify the syllabus contents of Islamiyat for Class-III?
- (a) Quran Khwari
- (b) Beliefs & Prayers
- (c) Secret-un-Nabi
- (d) Moral and Manners
- (e)✓ All of the above
31. Identify the syllabus contents of English Language for Class-IV?
- (a) Listening and speaking skills
- (b) Reading
- (c) Writing
- (d)✓ All of the above
32. Identify the syllabus contents of Urdu for Class-IV?
- (a) Listening Skills
- (b) Speaking Skills
- (c) Reading and Comprehension
- (d) Vocabulary
- (e) Sentence Structure
- (f) Writing Skills
- (g)✓ All of the above
33. Identify the syllabus contents of Mathematics for Class-IV?
- (a) Number (b) Algebra
- (c) Measurement
- (d) Time
- (e) Geometry

- (f) Information Handling
(g)✓ All of the above
(a) Interpret a simple line graph.
34. Identify the syllabus contents of Science for Class-IV?
(a) Living Things
(b) Matter and Energy
(c) Earth and Universe
(d)✓ All of the above
35. Identify the syllabus contents of Islamiyat for Class-IV?
(a) Quran Khwani
(b) Beliefs and Prayers
(c) Seerat-un-Nabi
(d) Morals and manners in the light of Islamic Teachings
(e)✓ All of the above
36. Identify the syllabus contents of Social Studies for Class-IV?
(a) Location and History
(b) Resources
(c) Administration
(d) Population
(e) Works of Public Utility
(f) Means of Transport and Communication
(g) Problems & Solutions
(h) Important Personalities
(i)✓ All of the above
37. Identify the syllabus contents of English Language for Class-IV?
(a) Listening and Speaking skills
(b) Reading
(c) Writing Skills
(d)✓ All of the above
38. Identify the syllabus contents of Urdu for Class-V?
(a) Listening Skills
(b) Speaking Skills
(c) Reading and Comprehension
(d) Vocabulary
(e) Sentence Structure
(f) Writing Skills
(g)✓ All of the above
39. Identify the syllabus contents of Mathematics for Class-V?

- (a) Numbers
(c) Unitary Method
(d) Average
(e) Geometry
(f) Information handling
(g)✓ All of the above
40. Identify the syllabus contents of Science for Class-V?
(a) Living things
(b) Matter and Energy
(c) Earth & Universe
(d)✓ All of the above
41. Identify the syllabus contents of Islamiyat for Class-V?
(a) Quran Khwani
(b) Belief & Prayers
(c) Seerat-un-Nabi
(d) Morals and Manners
(e)✓ All of the above
42. Identify the syllabus contents of Social Studies for Class-V?
(a) Islamic Republic of Pakistan
(b) Local and Physical Features
(c) Climate
(d) Natural Resources
(e) Population
(f) Safety
(g) Administration
(h) Works of Public Utility
(i) Means of Communication and Transportation
(j) Problems and their solutions
(k) Important Personalities who contributed to spread Islam and the freedom movement
(l)✓ All of the above
43. What are including in 'Listening Skills' in Urdu for Class-V?
(a) Listen to stories, poems and passages and give answers to the related questions.
(b) Draw inferences from discussions held in classroom
(c) Listen to news, children programmes and speeches on radio and TV.

- (d)✓ All of the above
44. For Class-V what is nature of 'Speaking Skills'?
(a) Relate events and give factual information.
(b) Describe personal observations and experiences.
(c) Interpret picture stories.
(d) Make speeches on given topics
(e) Recite poetry or national song
(f)✓ All of the above
45. Reading and Comprehension' for Class-V for the subject of Urdu containing?
(a) Reading of texts after
(b) Read newspapers, posters, signboard and advertisements on TV.
(c) Reading of supplementary material
(d)✓ All of the above
46. What are included in 'Vocabulary' for Class-V in Urdu language?
(a) Context to understand meaning
(b) Opposites
(c) Prefixes and suffixes
(d) Meaning of idioms
(e)✓ All of the above
47. What is the nature of 'Writing Skills' for Class-V in subject of Urdu language?
(a) Dictation with special attention to punctuation marks
(b) Write a paragraph with the help of outlines.
(c) Writing simple applications and letters.
(d) Writing stories from outlines.
(e)✓ All of the above
48. In Class-V the syllabus of 'Algebra' comprises on.
(a) Reduction of a common factor to its simple form and changing a common fraction into a decimal fraction

- (b) Multiplication and division of decimal fractions
(c)✓ (a) & (b)
(d) None of these
49. In Class-V the syllabus of 'Science' especially the chapter of 'Living thing' consist on
(a) Differentiate between animals that are hatched and born
(b) Life cycle of an insect
(c) Life cycle of plants.
(d) Crops and their cultivation
(e) Kinds of food
(f) Hygienic living
(g) Pollution
(h)✓ All of the above
50. Science for Class-V containing a chapter Earth and Universe which having the features of
(a) Position and distance of sun, relation to the earth.
(b) The solar system and details about the important planets
(c) Erosion of soil
(d) Structure of the earth
(e) Ocean and Ocean floor.
(f) Ocean as reservoirs of food
(g)✓ All of the above

اردو انسائيڪلوپيڊيا

رہنمائے انٹرویو

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Bhatti Sons Publishers

★★★★

ENGLISH GENERAL (GRAMMAR AND COMPOSITION)

Antonyms MCQ's

Definition of Antonyms: Antonyms are defined as a word that has the opposite meaning or the opposite general meaning as a particular word in the same language or is in some applications a more or less satisfactory application of it. Thus the antonyms of a word can be an opposite in meaning or should at least convey it's meaning in one way or the other or should show in what sense it can best be used.

Directions: Each Question below consists of word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

1. **MOURNFUL:**

- (a) Informal (b) Sympathetic
(c) Private (d) Appropriate
(e) Joyous

2. **SCAD:**

- (a) Parsimony (b) Allocation
(c) Dearth (d) Restrain
(e) Provision

3. **GRANDIOSE:**

- (a) Docile
(b) Unlikely to occur
(c) Simple and unimposing
(d) Light in weight
(e) Uncommunicative

4. **ENTRENCH:**

- (a) Defy (b) Oust
(c) Extinguish
(d) Squander (e) Intercede

5. **LACKLUSTER:**

- (a) Superficial (b) Courtous
(c) Vibrant
(d) Complex (e) Abundant

6. **CENSURE:**

- (a) Augment (b) Eradicate
(c) Enthral
(d) Commend (e) Reform

7. **TRANSCIENCE:**

- (a) Slowness (b) Permanence
(c) Lack of caution
(d) Desire for perfection
(e) Original nature

8. **DESICCATE:**

- (a) Lengthen (b) Hallow
(c) Exonerate
(d) Saturate (e) Anesthetize

9. **PROTRUSION:**

- (a) Deep recess
(b) Strong dislike
(c) Growing scarcity
(d) Illusion (e) Chaos

10. **ENTICE:**

- (a) Repel (b) Authorize
(c) Baffle
(d) Misplace (e) Diminish

11. **ORTHODOXY:**

- (a) Renown (b) Trepidation
(c) Unconventionality
(d) Inquisitiveness
(e) Remoteness

12. **SUMPTUOUS:**

- (a) Dank (b) Frequent
(c) Partial
(d) Restrained (e) Open

13. **DISSOLUTION:**

- (a) Retribution (b) Compliance
(c) Futility
(d) Persuasion (e) Establishment

14. **IRK:**

- (a) Pry (b) Tinge
(c) Beguile
(d) Convince (e) Soothe

15. **LIMBER:**

- (a) Sturdy (b) Orderly
(c) Durable
(d) Stiff (e) Gloomy

16. **OBLIQUITY:**

- (a) Praise
(b) Straightforwardness
(c) Conformity
(d) Self-righteousness
(e) Depreciation

17. **SLUR:**

- (a) Sensitivity (b) Sacrifice
(c) Understatement
(d) Challenge
(e) Commendation

18. **APOTHEOSIS:**

- (a) Departure from tradition
(b) Impatience with stupidity
(c) Denotation from glory
(d) Surrender to impulse
(e) Cause for grief

19. **ENERVATE:**

- (a) Narrate (b) Enrage
(c) Accomplish
(d) Invigorate (e) Acquiesce

20. **NIGGARDLY:**

- (a) Appropriate
(b) Generous (c) Complete
(d) Radiant (e) Ongoing

21. **HEDGE:**

- (a) Act on impulse
(b) Refuse to represent
(c) State without qualification
(d) Make a foolish comment
(e) Establish a connection

22. **ABROGATE:**

- (a) Transgress (b) Signify
(c) Alleviate
(d) Question (e) Ratify

23. **INDUSTRY:**

- (a) Cleanliness (b) Pragmatism
(c) Sloth (d) Promptness
(e) Abasement

24. **SPUNK:**

- (a) Spontaneous
(b) Spontaneous
(c) Spontaneous
(d) Spontaneous
(e) Spontaneous

25. **SAGE:**

- (a) Zany (b) Wise
(c) Bizarre (d) Fool
(e) Tease

26. **ADMONITION:**

- (a) Permission
(b) Harassment
(c) Commendation
(d) Trepidation

27. **CHARY:**

- (a) Lascivious (b) Brash
(c) Indifferent (d) Gracioso
(e) Somber

28. **STUPIDITY:**

- (a) Acute (b) Bend
(c) Inven
(d) Talk nonsense
(e) Consider thoughtfully

29. **COGENT:**

- (a) Contemplative
(b) Unpersuasive
(c) Expository
(d) Stable (e) Inconceivable

30. **FICKLE:**

- (a) Spotless (b) Industrious
(c) Welcome (d) Urgent
(e) Loyal

31. **COMPLY:**

- (a) Simplify (b) Serve
(c) Rebel
(d) Unite (e) Appreciate

32. **CREDIT:**

- (a) Believe false
(b) Treat as equal
(c) Make more difficult
(d) Underemphasize
(e) Forget

33. **STILTED:**

- (a) Informal (b) Verbose
(c) Secretive (d) Senseless

- (e) Tentative
34. **UNGAINLY:**
(a) Slender (b) Graceful
(c) Restrained
(d) Inaccurate (e) Unnoted
35. **QUIXOTIC:**
(a) Slow (b) Abstemious
(c) Pragmatic (d) Benevolent
(e) Grave
36. **DISPARITY:**
(a) Timidity (b) Complacency
(c) Rigor (d) Likeness
(e) Influence
37. **CRITICAL:**
(a) Unimportant
(b) Uncertain (c) Silent
(d) Coherent (e) Destructive
38. **SOBRIETY:**
(a) Influence (b) Nonchalance
(c) Holiness (d) Civility
(e) Mirth
39. **RESTIVENESS:**
(a) Completeness
(b) Conviction (c) Concern
(d) Docility (e) Petulance
40. **HALLOW:**
(a) Keep silence
(b) Prove incorrect
(c) Accuse openly
(d) Desecrate (e) Instigate
41. **HARBINGER:**
(a) Ascetic (b) Miser
(c) Counselor (d) Follower
(e) Braggart
42. **SPUR:**
(a) Embitter (b) Discourage
(c) Impress (d) Mislead
(e) Ignore
43. **DISJOINTED:**
(a) Responsible
(b) Connected (c) Implied
(d) Useful (e) Imprecise
44. **MEALYMOUTHED:**
(a) Hungry (b) Indefinite
(c) Tightlipped
(d) Sincere (e) Apathetic

45. **PREVARICATE:**

- (a) Postulate (b) Emphasize
(c) Support in theory
(d) Consider thoughtfully
(e) State truthfully

46. **LUMINARY:**

- (a) Impostor (b) Nonentity
(c) Pilgrim
(d) Braggart (e) Mulinee-

47. **TESTY:**

- (a) Erroneous
(b) Uncommunicative
(c) Even tempered
(d) Quick witted
(e) Industrious

48. **NEFARIOUS:**

- (a) Lackadastrical
(b) Eccentric (c) Exemplary
(d) Corrigible (e) Hypocritical

49. **BEGRUDGE:**

- (a) Mourn silently
(b) Grant freely
(c) Hunger for
(d) Advance rapidly
(e) Fight back

50. **BILK:**

- (a) Reduce in size
(b) Make famous
(c) Roughen
(d) Renovate (e) Pay in full

51. **COMPOSE:**

- (a) Disturb (b) Reveal
(c) Strengthen
(d) Isolate (e) Prevent

52. **OCCLUDE:**

- (a) Determine (b) Transcend
(c) Surround
(d) Open (e) Regulate

53. **AMBIGUITY:**

- (a) Extent (b) Success
(c) Clarity
(d) Normality (e) Expression

54. **AMELIORATION:**

- (a) Prevention (b) Aggravation
(c) Distraction
(d) Indifference

Antonyms MCQ's

Antonyms MCQ's

Dissolution

CAYN:

- (a) Discern (b) Disclose
(c) Introduce
(d) Flatter (e) Commend

SKEPTICAL

- (a) Theoretical (b) Indifferent
(c) Ready to be deceived
(d) Eager for change
(e) Lost in thought

FIEBGLING:

- (a) Experienced person
(b) Shy onlooker
(c) Social outcast
(d) Fugitive (e) Adversary

CRASS:

- (a) Boastful (b) Temporary
(c) Cheerful (d) Refined
(e) Extensive

RECALCITRANT:

- (a) Intractable (b) Erratic
(c) Intuitive
(d) Vigorous (e) Rambling

PROTRACT:

- (a) Delay (b) Supplement
(c) Postpone (d) Shorten
(e) Design

PRIM:

- (a) Rare (b) Careful
(c) Unnecessary
(d) Improper (e) Decisive

REPUGNANCE:

- (a) Attraction (b) Lethargy
(c) Blame
(d) Virtue (e) Awe

SETTLE:

- (a) Disentangle
(b) Modify (c) Magnify
(d) Muffle (e) Recompense

REPLITE:

- (a) Unwrinkled
(b) Devoted (c) Vulgar
(d) Matchless

UNASSUAGED:

- (a) Presumed (b) Deceptive

- (a) Sanguine
(b) Feisty (c) Soothed
66. **PALTRY:**
(a) Mundane (b) Improvident
(c) Random (d) Cautious
(e) Obscure
67. **CONCLUSIVE:**
(a) Difficult to express
(b) Brought to a head
(c) Easy to come to
(d) Lacking merit
(e) Open to question
68. **RESOURCEFULNESS:**
(a) Wealth (b) Graduate
(c) Versatility
(d) Incompetence
(e) Frustration
69. **DISSUADE:**
(a) Extol (b) Exhort
(c) Intensify (d) Complicate
(e) Precede
70. **SPLENETIC:**
(a) Lackluster (b) Heartless
(c) Discontent (d) Unsettled
(e) Corral
71. **VIRULENCE:**
(a) Pallor (b) Orderliness
(c) Femininity (d) Harmlessness
(e) Cowardice
72. **ADHERENT:**
(a) Fugitive (b) Dissenter
(c) Opponent (d) Educator
(e) Witness
73. **OSCILLATE:**
(a) Entreat (b) Intensify
(c) Remain fixed
(d) Expand gradually
(e) Wither away
74. **ASPERITY:**
(a) Censure (b) Superstition
(c) Kindness (d) Caution
(e) Austerity
75. **UNSCATHED:**
(a) Honored (b) Gathered
(c) Injured (d) Cleansed
(e) Forgiven

76. **FETTER:**
 (a) Diminish (b) Enervate
 (c) Liberate (d) Return
 (e) Cure
77. **AUTONOMY:**
 (a) Dependence
 (b) Animation (c) Renown
 (d) Altruism (e) Antipathy
78. **SLACK:**
 (a) Rough (b) Active
 (c) Liberal (d) Dependent
 (e) Familiar
79. **RECOIL:**
 (a) Plunge forward
 (b) Cease firing
 (c) Skirt an issue
 (d) Facilitate (e) Surrender
80. **ENCUMBER:**
 (a) Disburden
 (b) Perform easily
 (c) Challenge boldly
 (d) Observe with care
 (e) Suppress
81. **OPACITY:**
 (a) Indescence (b) Firmness
 (c) Transparency
 (d) Poverty (e) Slum
82. **PREDILECTION:**
 (a) Postponement
 (b) Afterthought
 (c) Lamentation
 (d) Reoccurrence
 (e) Aversion
83. **SEEDY:**
 (a) Elegant (b) Intricate
 (c) Tranquil (d) Irregular
 (e) Slow
84. **BOGGLE:**
 (a) Disentangle
 (b) Repudiate (c) Ascertain
 (d) Remain unruffled
 (e) Lack planning
85. **HIDEBOUND:**
 (a) Strong-willed
 (b) Open-minded
 (c) Thin-skinned

- (d) Tenderhearted
 (e) Scatterbrained
86. **CASTIGATE:**
 (a) Diminish (b) Inuitate
 (c) Compare (d) Reward
 (e) Misjudge
87. **GAMBOL:**
 (a) Dodge (b) Masquerade
 (c) Digress (d) Plod
 (e) Vex
88. **RAUCOUS:**
 (a) Orderly (b) Absorbent
 (c) Mellifluous (d) Contentious
 (e) Buoyant
89. **TAPER:**
 (a) Emphasize (b) Restore
 (c) Split (d) Broaden
 (e) Modify
90. **HIGH-HANDED:**
 (a) Dejected (b) Reasonable
 (c) Hard-handed
 (d) Short-handed
 (e) Dynamic
91. **DIMINUTION:**
 (a) Measurement
 (b) Proximity
 (c) Augmentation
 (d) Orderliness (e) Inclination
92. **DISTEND:**
 (a) Tell the truth
 (b) Respond as expected
 (c) Approximate
 (d) Collect (e) Shrink
93. **EMBROIL:**
 (a) Disengage (b) Remonstrate
 (c) Refute thoroughly
 (d) Answer hypothetically
 (e) Consider genuinely
94. **VOUCHSAFE:**
 (a) Postpone (b) Dissemble
 (c) Endanger (d) Prohibit
 (e) Justify
95. **JETTISON:**
 (a) Salvage (b) Decelerate
 (c) Muffle (d) Distract
 (e) Anchor

- STOIC:**
 (a) Savant (b) Heretic
 (c) Whiner (d) Bystander
 (e) Victor
- GAMELY:**
 (a) Fearfully (b) Diligently
 (c) Clumsily (d) Respectfully
 (e) Gloomily
- CRESTFALLEN:**
 (a) Haughty (b) Impetuous
 (c) Envious (d) Tentative
 (e) Rough
- DESULTORY:**
 (a) Apologetic (b) Independent
 (c) Laudatory
 (d) Questionable
 (e) Methodical
- PULCHRITUDE:**
 (a) Antipathy (b) Unpleasantness
 (c) Inexperience
 (d) Languor (e) Rancor
- AMICABLE:**
 (a) Penetrating
 (b) Compensating
 (c) Unfriendly
 (d) Zig-Zag (e) Inescapable
- AMORAL:**
 (a) Unusual (b) Unfriendly
 (c) Lethal (d) Suave
 (e) Firm
- AMORPHOUS:**
 (a) Nauseous (b) Obscene
 (c) Providential
 (d) Definite (e) Happy
- AMPLIFY:**
 (a) Distract (b) Inter
 (c) Publicize
 (d) Decrease (e) Pioneer
- ANALOGOUS:**
 (a) Not comparable
 (b) Not capable
 (c) Not culpable
 (d) Not corporeal
 (e) Not congenial
- ANATHEMATIZE:**
 (a) Locate (b) Deceive

- ANEMIC:**
 (a) Pallid (b) Cruel
 (c) Red-blooded
 (d) Venial
- ANIMATED:**
 (a) Worthy (b) Dour
 (c) Humorous
 (d) Languid
- ANIMUS:**
 (a) Pierodactyl (b) Bismarck
 (c) Giraffe
- ANOMALY:**
 (a) Longitude
 (b) Longitude
 (c) Longitude
 (d) Longitude
- ANONYMOUS:**
 (a) Despondent
 (b) Deluded
 (c) Whimper
- ANTE-DILUVIAN:**
 (a) transported
 (b) Name
 (c) limited
 (d) Celebrated (e) Modern
- ANTIPATHY:**
 (a) Friendship
 (b) Willingness
 (c) Abstinence (e) Fondness
- ANTITHESIS:**
 (a) Velocity (b) Maxim
 (c) Similarity
 (d) Acceleration
 (e) Reaction
- APHASIA:**
 (a) Verbal
 (b) Language
 (c) Prayer
- BAROQUE:**
 (a) Punctured
 (b) Transformed
 (c) Simple
- BEATIFIC:**
 (a) Immortal
 (b) Theatrical

- (d) Crooked (e) Handsome
118. **BELITTLE:**
(a) Disobey (b) Forget
(c) Magnify (d) Extol
(e) Envy
119. **BELICIOUS:**
(a) Peaceful (b) Naval
(c) Amusing (d) Picaresque
(e) Frant
120. **BENIGN:**
(a) Tenfold (b) Peaceful
(c) Blessed (d) Wavering
(e) Malignant
121. **BENISON:**
(a) Curse (b) Bachelor
(c) Wedding (d) Orgy
(e) Tragedy
122. **BFRATE:**
(a) Grant (b) Praise
(c) Refer (d) Purchase
(e) Demy
123. **BESTIAL:**
(a) Animated (b) Noble
(c) Zoological (d) Clear
(e) Dusky
124. **BIGOTRY:**
(a) Arrogance (b) Approval
(c) Mourning (d) Promptness
(e) Tolerance
125. **BIZARRE:**
(a) Roomy (b) Veiled
(c) Subdued (d) Triumphant
(e) Normal
126. **BLANCH:**
(a) Bleach (b) Scatter
(c) Darken (d) Analyze
(e) Subdivide
127. **BLAND:**
(a) Caustic (b) Menger
(c) Soft (d) Uncooked
(e) Helpless
128. **BLASPHEM:**
(a) Fiery (b) Clever
(c) Intriguing
(d) Slim (e) Ardent
129. **BLEAK:**

- (a) Pale (b) Sudden
(c) Dry (d) Narrow
(e) Cheerful
130. **BLITHF:**
(a) Spirited (b) Profuse
(c) Cheerless (d) Hybrid
(e) Comfortable
131. **CAPACIOUS:**
(a) Warlike (b) Cordial
(c) Curious (d) Not spacious
(e) Not capable
132. **CAPRICIOUS:**
(a) Satisfied (b) Insured
(c) Photographic
(d) Scattered (e) Steadfast
133. **CAPTIOUS:**
(a) Tolerant (b) Capable
(c) Frivolous (d) Winning
(e) Recollected
134. **CARNAL:**
(a) Impressive (b) Minute
(c) Spiritual (d) Actual
(e) Private
135. **CARNIVOROUS:**
(a) Gloomy (b) Tangential
(c) Productive (d) Weak
(e) Vegetarian
136. **CAROUSAL:**
(a) Awaking (b) Sobriety
(c) Acceleration
(d) Direction (e) Production
137. **CARPING:**
(a) Acquiescent
(b) Mean (c) Doubted
(d) Pedestrian (e) Racing
138. **CARTE BLANCHE:**
(a) Capitalist (b) Investment
(c) Importance (d) Restriction
(e) Current
139. **CATHOLIC:**
(a) Religious (b) Pacific
(c) Narrow (d) Weighty
(e) Fanny
140. **CELERITY:**
(a) Assurance (b) State
(c) Acerbity (d) Delay
(e) Infamy

Antonyms

141. **CELIBATE:**
(a) Investing (b) Married
(c) Retired (d) Comradious
(e) Dubious
142. **CENSURE:**
(a) Process (b) Enclose
(c) Interest (d) Praise
(e) Penetrate
143. **CENTRIFUGAL:**
(a) Centripetal (b) Ephemeral
(c) Lasting (d) Barometric
(e) Algebraic
144. **CESSATION:**
(a) Premium (b) Gravity
(c) Beginning
(d) Composition
(e) Apathy
145. **CHAFFING:**
(a) Achieving (b) Serious
(c) Capitalistic (d) Sneezing
(e) Expensive
146. **COY**

- (a) Weak (b) Aery
(c) Brazen (d) Old
(e) Tiresome

147. **COZEN:**
(a) Amuse
(b) Treat honestly
(c) Prate
(d) Shackle (e) Vilely

148. **CRAVEN:**
(a) Desirous (b) Duce
(c) Bold (d) Coaxed
(e) Controlled

149. **CRUX:**
(a) Affliction (b) Spark
(c) Events (d) Trivial point
(e) Belief

150. **CRYPTIC:**
(a) Tomblike (b) Fatire
(c) Famous (d) Candid
(e) Indifferent

Answers

1	(e)	2	(c)	3	(c)	4	(b)	5	(c)	6	(d)	7	(b)
8	(d)	9	(a)	10	(a)	11	(c)	12	(d)	13	(c)	14	(c)
15	(d)	16	(b)	17	(e)	18	(c)	19	(a)	20	(b)	21	(c)
22	(c)	23	(c)	24	(b)	25	(c)	26	(d)	27	(a)	28	(c)
29	(b)	30	(c)	31	(c)	32	(a)	33	(a)	34	(b)	35	(c)
36	(d)	37	(a)	38	(c)	39	(d)	40	(d)	41	(b)	42	(b)
43	(b)	44	(d)	45	(c)	46	(b)	47	(c)	48	(c)	49	(c)
50	(c)	51	(a)	52	(d)	53	(c)	54	(b)	55	(c)	56	(c)
57	(a)	58	(d)	59	(a)	60	(d)	61	(d)	62	(a)	63	(l)
64	(b)	65	(c)	66	(a)	67	(c)	68	(d)	69	(c)	70	(c)
71	(d)	72	(c)	73	(c)	74	(c)	75	(c)	76	(c)	77	(a)
78	(b)	79	(a)	80	(a)	81	(c)	82	(c)	83	(a)	84	(d)
85	(b)	86	(d)	87	(d)	88	(c)	89	(d)	90	(b)	91	(c)
92	(c)	93	(a)	94	(d)	95	(a)	96	(c)	97	(a)	98	(a)
99	(c)	100	(b)	101	(c)	102	(c)	103	(d)	104	(d)	105	(a)
106	(c)	107	(c)	108	(b)	109	(c)	110	(d)	111	(b)	112	(c)
113	(c)	114	(c)	115	(a)	116	(d)	117	(b)	118	(d)	119	(c)
120	(c)	121	(a)	122	(b)	123	(b)	124	(c)	125	(c)	126	(c)
127	(a)	128	(c)	129	(c)	130	(c)	131	(d)	132	(c)	133	(a)
134	(c)	135	(c)	136	(b)	137	(a)	138	(d)	139	(c)	140	(d)
141	(c)	142	(d)	143	(a)	144	(c)	145	(b)	146	(c)	147	(b)

Synonyms MCQ's

Definition: A synonym may be defined as a word that has the same meaning or the same general meaning as a particular word in the same language or is in some applications a more or less satisfactory approximation of it. Thus the synonym of a word can be an exact equivalent in meaning or should at least convey its meaning in one way or the other or should show in what sense it can best be used.

Each of the questions below consists of a word in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly similar in meaning to the word in capital letters and write the letter of your choice.

1. **ABASE:**
 - (a) Incur (b) Tax
 - (c) Estimate (d) Lope
 - (e) Humiliate
2. **ABERRATION:**
 - (a) Deviation (b) Abhorrence
 - (c) Dislike (d) Absence
 - (e) Anecdote
3. **ABET:**
 - (a) Conceal (b) Wager
 - (c) Encourage (d) Evade
 - (e) Protect
4. **ABEYANCE:**
 - (a) Obedience (b) Discussion
 - (c) Excitement
 - (d) Suspended action
 - (e) Editorial
5. **ABJURE:**
 - (a) Discuss (b) Renounce
 - (c) Run off secretly
 - (d) Perjure (e) Project
6. **ABLUTION:**
 - (a) Censure (b) Forgiveness
 - (c) Matiny
 - (d) Survival (e) Washing

7. **ABNEGATION:**
 - (a) Blackness (b) Self-denial
 - (c) Selfishness (d) Cause
 - (e) Effectiveness
8. **ABORIGINE:**
 - (a) First design (b) Absolution
 - (c) Finale (d) Concept
 - (e) Primitive inhabitant
9. **ABORTIVE:**
 - (a) Unsuccessful
 - (b) Consuming (c) Fluctuating
 - (d) Familiar (e) Fruitful
10. **ABSTINENCE:**
 - (a) Restrained eating or drinking
 - (b) Vulgar display
 - (c) Deportment
 - (d) Reluctance (e) Population
11. **ABSTRUSE:**
 - (a) Profound (b) Irrespective
 - (c) Suspended (d) Pretesting
 - (e) Not through
12. **ABUT:**
 - (a) Stimulate (b) Grasp
 - (c) Oppose (d) Wider
 - (e) Adjoin
13. **ABYSMAL:**
 - (a) Bottomless (b) Eternal
 - (c) Meteoric (d) Diabolic
 - (e) Internal
14. **ACCEDE:**
 - (a) Fail (b) Compromise
 - (c) Correct (d) Consent
 - (e) Mollify
15. **ACCLIVITY:**
 - (a) Index (b) Report
 - (c) Upslope of a hill
 - (d) Character (e) Negotiator
16. **ADULATION:**
 - (a) Youth (b) Purity
 - (c) Brightness (d) Defense
 - (e) Criticism

17. **ADVOCATE:**
 - (a) Defuse (b) Oppose
 - (c) Remove (d) Inspect
 - (e) Discern
18. **AFFABLE:**
 - (a) Rude (b) Ruddy
 - (c) Needy (d) Useless
 - (e) Conscientious
19. **AFFECTED:**
 - (a) Weary (b) Unfriendly
 - (c) Divine (d) Unfeigned
 - (e) Slow
20. **AFFLUENCE:**
 - (a) Poverty (b) Fear
 - (c) Persuasion
 - (d) Consideration
 - (e) Neglect
21. **AGILITY:**
 - (a) Awakeness
 - (b) Solidity (c) Temper
 - (d) Harmony (e) Warmth
22. **ALACRITY:**
 - (a) Slowness (b) Plenty
 - (c) Fifth (d) Courtesy
 - (e) Despair
23. **ALLEViate:**
 - (a) Endure (b) Worsen
 - (c) Enliven (d) Maneuver
 - (e) Humiliate
24. **ALLURE:**
 - (a) Hinder (b) Repel
 - (c) Ignore (d) Leave
 - (e) Wallow
25. **ALOOF:**
 - (a) Triangular (b) Gregarious
 - (c) Comparable
 - (d) Honorable (e) Savory
26. **AMALGAMATE:**
 - (a) Equip (b) Separate
 - (c) Generate (d) Materialize
 - (e) Repress
27. **AMBIGUOUS:**
 - (a) Salvageable
28. **AMBLE:**
 - (a) Betwixt (b) Hush
 - (c) Steal (d) Browbe
 - (e) Prattle
29. **AMBUATORY:**
 - (a) Convalescent
 - (b) Voluntary
 - (c) Beclouded
 - (d) Emergency (e) Congenial
30. **AMELIORATE:**
 - (a) Make slow
 - (b) Make sure (c) Make ready
 - (d) Make wise
 - (e) Make able
31. **ASTUTE:**
 - (a) Steer (b) Noddy
 - (c) Astra (d) Unusual
 - (e) Clever
32. **ATROCITY:**
 - (a) Indurance (b) Fortitude
 - (c) Session (d) Heinous act
 - (e) Hatred
33. **ATROPHY:**
 - (a) Capture (b) Waste away
 - (c) Govern (d) Award prize
 - (e) Defeat
34. **ATTENUATE:**
 - (a) Appear (b) Be absent
 - (c) Weaken (d) Testify
 - (e) Soothe
35. **ATYPICAL:**
 - (a) Superfluous
 - (b) Fortitude (c) Unusual
 - (d) Clashing (e) Love
36. **AUDACITY:**
 - (a) Boldness (b) Asperity
 - (c) Strength (d) Stature
 - (e) Anchorage
37. **AUGMENT:**
 - (a) Make noble
 - (b) Anoint (c) Increase

- (c) Harvest (e) Reach
38. **AUXILIARY:**
(a) Righteous (b) Prospective
(c) Assistant (d) Archaic
(e) Mandatory
39. **AVARICE:**
(a) Easiness (b) Greed
(c) Statement (d) Invoice
(e) Power
40. **AVATAR:**
(a) Hedge (b) Hypnosis
(c) Incarnation (d) Perfume
(e) Disaster
41. **AWRY:**
(a) Recommended
(b) Commiserating
(c) Startled (d) Crooked
(e) Psychological
42. **BALEFUL:**
(a) Doubtful (b) Virtual
(c) Deadly (d) Conventional
(e) Virtuous
43. **BALMY:**
(a) Venturesome
(b) Dedicated (c) Mild
(d) Fanatic (e) Memorable
44. **BANAL:**
(a) Philosophical
(b) Intre (c) Dramatic
(d) Heedless (e) Discussed
45. **BANEFUL:**
(a) Intellectual (b) Thankful
(c) Decisive (d) Poisonous
(e) Remorseful
46. **BOISTEROUS:**
(a) Conflicting (b) Noisy
(c) Testimonial
(d) Grateful (e) Adolescent
47. **BOMBASTIC:**
(a) Sensitive (b) Pompous
(c) Rapid (d) Sufficient
(e) Expensive
48. **BOORISH:**
(a) Brave (b) Oafish
(c) Romantic (d) Speedy
(e) Dry

49. **BOUILLON:**
(a) Insight (b) Chowder
(c) Gold (d) Clear soup
(e) Stew
50. **BRACKISH:**
(a) Careful (b) Salty
(c) Chosen (d) Tough
(e) Wet
51. **BRAGGADOCIO:**
(a) Weaponry (b) Brasting
(c) Skirmish (d) Encounter
(e) Position
52. **BRAZEN:**
(a) Shameless (b) Quick
(c) Modest (d) Pleasant
(e) Melodramatic
53. **BRINDLED:**
(a) Equine (b) Pathetic
(c) Hasty (d) Spoiled
(e) Mild Tasting
54. **BROCHURE:**
(a) Opening (b) Pamphlet
(c) Censor (d) Bureau
(e) Pin
55. **BU'COLIC:**
(a) Diseased (b) Repulsive
(c) Rustic (d) Twinkling
(e) Cold
56. **BUXOM:**
(a) Voluminous
(b) Indecisive (c) ~~Conjuring~~
(d) Plump (e) Bookish
57. **CACHE:**
(a) Lock (b) Hiding place
(c) Tide (d) Automobile
(e) Grappling hook
58. **CACOPHONY:**
(a) Discord (b) Dance
(c) Applause
(d) Type of telephone
(e) Rooster
59. **CALLOW:**
(a) Youthful (b) Holy
(c) Mild (d) Colored
(e) Seated
60. **CANDID:**

61. **CHASTE:**
(a) Vague (b) Outspoken
(c) Experienced (d) Sallow
(e) Murky
62. **CHIDE:**
(a) Loyol (b) Laid
(c) Cut (d) Outspoken
(e) Part
63. **CHIDE:**
(a) Lame (b) Fear
(c) Record (d) Skin
(e) Scold
64. **CHIMERICAL:**
(a) Developing (b) Brief
(c) Distant (d) Economical
(e) Fantastic
65. **CHOLERIC:**
(a) Masoch (b) Persuade
(c) Hott-headed (d) Bilateral
(e) Seasonal
66. **CHURISH:**
(a) Minor (b) Economical
(c) Impolite (d) Compact
(e) Young
67. **CLAYED:**
(a) Lovers (b) Swift
(c) Early (d) Constructed
(e) Early
68. **CIRCUTIOUS:**
(a) Indirect (b) Complete
(c) Obvious (d) Aware
(e) Fartured
69. **CITE:**
(a) Galvanize (b) Visualize
(c) Locate (d) Quote
(e) Signal
70. **CLANDESTINE:**
(a) Abusive (b) Secret
(c) Tangible (d) Doomed
(e) Approved
71. **CLAUSTROPHOBIA:**
(a) Lack of confidence
(b) Fear of spiders
(c) Fear of books
(d) Fear of grammar
(e) Fear of closed places
72. **CLEFT:**

- (a) Split (b) Waterfall
(c) Assembly (d) Adherence
(e) Surplus
72. **Cliche:**
(a) Increase (b) Vehicle
(c) Morale (d) Platitude
(e) Plaque
73. **COFFICE:**
(a) Recover (b) Begin
(c) Force (d) License
(e) Ignore
74. **COGNIZANCE:**
(a) Policy (b) Knowledge
(c) Advance (d) Omission
(e) Satisfaction
75. **COHERE:**
(a) Herd together
(b) Occur simultaneously
(c) Recount (d) Materialize
(e) Understand
76. **CONJECTURE:**
(a) Magic (b) Guess
(c) Position (d) Form
(e) Place
77. **CONNOISSEUR:**
(a) Gourmand (b) Lover of art
(c) Humidor (d) Delinquent
(e) Interpreter
78. **CONSANGUINITY:**
(a) Kinship (b) Friendship
(c) Bloodstain
(d) Relect
(e) Understanding
79. **CONSENSUS:**
(a) General agreement
(b) Project
(c) Insignificance
(d) Sheaf (e) Crevice
80. **CONSTRUE:**
(a) Explain (b) Promote
(c) Reserve (d) Lreet
(e) Block
81. **CONTAMINATE:**
(a) Arrest (b) Prepare
(c) Pollute (d) Beata
(e) Inform

82. **CONTENTIOUS:**
(a) Squealing (b) Surprising
(c) Quarrelsome
(d) Smug (e) Creative
83. **CONTINENCE:**
(a) Humanity (b) Research
(c) Embryology
(d) Bodies of land
(e) Self-restraint
84. **CONTRABAND:**
(a) Purpose (b) Rogue
(c) Rascality (d) Difficulty
(e) Smuggling
85. **CONTRITE:**
(a) Smart (b) Penitent
(c) Restful (d) Recognized
(e) Perspiring
86. **CONTROVERT:**
(a) Turn over (b) Contradict
(c) Mind (d) Explain
(e) Swing
87. **CONVENE:**
(a) Propose (b) Restore
(c) Question (d) Gather
(e) Motivate
88. **CONVERSANT:**
(a) Ignorant (b) Speaking
(c) Incorporated
(d) Familiar (e) Pedantic
89. **COPIOUS:**
(a) Plentiful (b) Cheating
(c) Dishonorable
(d) Adventurous
(e) Inspired
90. **CORPULENT:**
(a) Regenerate (b) Obese
(c) Different
(d) Hungry (e) Bloody
91. **DECIMATE:**
(a) Kill (b) Disgrace
(c) Search
(d) Collide (e) Deride
92. **DECLIVITY:**
(a) Trap (b) Quadrangle
(c) Quarter
(d) Activity

93. **DÉCOLLETE:**
(a) Flavored (b) Demure
(c) Flowery
(d) Low-necked
(e) Sweet
94. **DECOROUS:**
(a) Momentary (b) Emotional
(c) Suppressed (d) Proper
(e) Unexpected
95. **DECREPITUDE:**
(a) Feebleness (b) Disease
(c) Coolness (d) Melee
(e) Crowd
96. **DEFAULT:**
(a) Failure to act
(b) Tendency to err
(c) Desire to remedy
(d) Debt
(e) Misunderstanding
97. **DEFECTION:**
(a) Determination
(b) Desertion (c) Invitation
(d) Affection (e) Reservation
98. **DEFILE:**
(a) Manicure (b) Ride
(c) Pollute
(d) Assemble (e) Order
99. **DEGRADED:**
(a) Surprised (b) Lowered
(c) Ascended (d) Learned
(e) Prejudged
100. **DELETERIOUS:**
(a) Delaying (b) Experimental
(c) Harmful (d) Graduating
(e) Glorious
101. **DELUGE:**
(a) Confusion (b) Deception
(c) Flood (d) Mountain
(e) Weapon
102. **DENIGRATE:**
(a) Refuse (b) Blacken
(c) Tarnish (d) Admit
(e) Review
103. **DENOUEMENT:**
(a) Action (b) Scenery

- (c) Resort (d) Character
(e) Solution
104. **DEPRAVITY:**
(a) Wickedness (c) Heaviness
(b) Sadness (e) Seriousness
(d) Tidiness
105. **DERANGED:**
(a) Insane (b) Systematic
(c) Neighborly
(d) Alphabetical
(e) Surrounded
106. **DWINDLE:**
(a) Blow (b) Inhabit
(c) Spin (d) Lessen
(e) Combine
107. **ECSTASY:**
(a) Joy (b) Speed
(c) Treasure (d) Warmth
(e) Lack
108. **EDIFY:**
(a) Mystify (b) Suffice
(c) Improve (d) Erect
(e) Entertain
109. **EFFACE:**
(a) Countenance
(b) Encourage (c) Recognize
(d) Blackball (e) Rub out
110. **EFFIGY:**
(a) Requisition (b) Organ
(c) Charge (d) Accordion
(e) Dummy
111. **EGREGIOUS:**
(a) Pious (b) Shocking
(c) Anxious (d) Sociable
(e) Gloomy
112. **EGRESS:**
(a) Entrance (b) Biro
(c) Exit (d) Double
(e) Progress
113. **ELATED:**
(a) Debased (b) Respectful
(c) Drooping (d) Gay
(e) Charitable
114. **ELUSIVE:**
(a) Deadly (b) Eloping
(c) Evasive (d) Simple

- (e) Petrified
115. **EMACIATED:**
(a) Garrulous (b) Primeval
(c) Vigorous (d) Disparate
(e) Thin
116. **EMANCIPATE:**
(a) Set free (b) Take back
(c) Make worse
(d) Embolden (e) Run away
117. **EMBELLISH:**
(a) Doff (b) Don
(c) Abscond (d) Adorn
(e) Equalize
118. **EMBROIL:**
(a) Chasten (b) Overheat
(c) Entangle (d) Assure
(e) Worry
119. **EMENDATION:**
(a) Correction (b) Interpretation
(c) Examination
(d) Inquiry (e) Fault
120. **EMINENT:**
(a) Purposetul (b) High
(c) Delectable (d) Curious
(e) Urgent
121. **FLORID:**
(a) Rudely (b) Rusty
(c) Ruined (d) Patient
(e) Poetic
122. **FOIL:**
(a) Bury (b) Frustrate
(c) Shield (d) Desecrate
(e) Gain
123. **FOMENT:**
(a) Spoil (b) Instigate
(c) Interrogate (d) Spray
(e) Maintain
124. **FOOLHARDY:**
(a) Strong (b) Unwise
(c) Brave (d) Futile
(e) Loudly
125. **FOPPISH:**
(a) Scanty (b) Radical
(c) Orthodox (d) Lardly
(e) Magnificent
126. **FORAY:**

- (a) Excursion (b) Contest
(c) Ranger (d) Intuition
(e) Fish
127. **FORMIDABLE:**
(a) Dangerous (b) Outstanding
(c) Grandiloquent
(d) Impenetrable
(e) Venerable
128. **FOSTER:**
(a) Accerate (b) Fondle
(c) Become infected
(d) Raise (e) Roll
129. **FRANCHISE:**
(a) Subway (b) Discount
(c) License (d) Reason
(e) Fashion
130. **FRITTER:**
(a) Soar (b) Chate
(c) Dissipate (d) Dance
(e) Abuse
131. **FRUGALITY:**
(a) Foolishness
(b) Extremity (c) Indifference
(d) Enthusiasm (e) Economy
132. **FULMINATE:**
(a) Fulfil (b) Contemplate
(c) Talk nonsense
(d) Boast loudly
(e) Meander
133. **FUROR:**
(a) Excitement (b) Worry
(c) Flux (d) Anteroom
(e) Lover
134. **FURTIVE:**
(a) Underhanded
(b) Coy (c) Brilliant
(d) Quick (e) Additive
135. **GAFFELY:**
(a) Humorous (b) Nuisance
(c) Scholar (d) Burn
(e) Thief
136. **GALLEON:**
(a) Liquid measure
(b) Ship (c) Armada
(d) Company
(e) Printer's proof

Symptoms of Allergy

137. GARISH:
(a) Sordid (b) Flashy
(c) Prominent (d) Lusty
(e) Thoughtful
138. GARNER:
(a) Prevent (b) Assist
(c) Collect (d) Compute
(e) Consult
139. GARNISH:
(a) Paint (b) Garner
(c) Adorn (d) Banish
(e) Abuse
140. GARRULITY:
(a) Circumlocution (b) Sensitivity
(c) Loquaciousness
(d) Sarcasm
(e) Artistry
141. GARRULOUS:
(a) Arid (b) Hasty
(c) Sociable (d) Quaint
(e) Talkative
142. GAUCHE:
(a) Rigid (b) Swift
(c) Awkward (d) Taciturn
(e) Needy
143. GAUDY:
(a) Holy (b) Showy
(c) Sentimental
(d) Mild (e) Whimsical
144. GAUNT:
(a) Victorious (b) Thin
(c) Stylish (d) Haggard
(e) Nervous
145. GENUFLECT:
(a) Falsify (b) Trick
(c) Project
(d) Bend the knee
(e) Pronounce correctly
146. GERMANE:
(a) Bacteriological
(b) Middle European
(c) Prominent (d) Warlike
(e) Relevant
147. GERMINAL:
(a) Creative (b) Excused
(c) Sterilized (d) Primitive

Strategic

- (a) Strategic
 (b) Summary
 (c) Chore
 (d) Articulate

101 Anti-1374421

150. GNOME:
(a) Fury (b) Giant
(c) Dwarf (d) Snow
(e) Alien

Answers

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| 1 | (a) | 2 | (a) | 3 | (c) | 4 | (a) | 5 | (c) | 6 | (c) | 7 | (c) | 8 | (c) | 9 | (a) | 10 | (a) | 11 | (c) | 12 | (c) | 13 | (c) | 14 | (c) | 15 | (c) | 16 | (c) | 17 | (c) | 18 | (c) | 19 | (c) | 20 | (c) | 21 | (c) | 22 | (c) | 23 | (c) | 24 | (c) | 25 | (c) | 26 | (c) | 27 | (c) | 28 | (c) | 29 | (c) | 30 | (c) | 31 | (c) | 32 | (c) | 33 | (c) | 34 | (c) | 35 | (c) | 36 | (c) | 37 | (c) | 38 | (c) | 39 | (c) | 40 | (c) | 41 | (c) | 42 | (c) | 43 | (c) | 44 | (c) | 45 | (c) | 46 | (c) | 47 | (c) | 48 | (c) | 49 | (c) | 50 | (c) | 51 | (c) | 52 | (c) | 53 | (c) | 54 | (c) | 55 | (c) | 56 | (c) | 57 | (c) | 58 | (c) | 59 | (c) | 60 | (c) | 61 | (c) | 62 | (c) | 63 | (c) | 64 | (c) | 65 | (c) | 66 | (c) | 67 | (c) | 68 | (c) | 69 | (c) | 70 | (c) | 71 | (c) | 72 | (c) | 73 | (c) | 74 | (c) | 75 | (c) | 76 | (c) | 77 | (c) | 78 | (c) | 79 | (c) | 80 | (c) | 81 | (c) | 82 | (c) | 83 | (c) | 84 | (c) | 85 | (c) | 86 | (c) | 87 | (c) | 88 | (c) | 89 | (c) | 90 | (c) | 91 | (c) | 92 | (c) | 93 | (c) | 94 | (c) | 95 | (c) | 96 | (c) | 97 | (c) | 98 | (c) | 99 | (c) | 100 | (c) | 101 | (c) | 102 | (c) | 103 | (c) | 104 | (c) | 105 | (c) | 106 | (c) | 107 | (c) | 108 | (c) | 109 | (c) | 110 | (c) | 111 | (c) | 112 | (c) | 113 | (c) | 114 | (c) | 115 | (c) | 116 | (c) | 117 | (c) | 118 | (c) | 119 | (c) | 120 | (c) | 121 | (c) | 122 | (c) | 123 | (c) | 124 | (c) | 125 | (c) | 126 | (c) | 127 | (c) | 128 | (c) | 129 | (c) | 130 | (c) | 131 | (c) | 132 | (c) | 133 | (c) | 134 | (c) | 135 | (c) | 136 | (c) | 137 | (c) | 138 | (c) | 139 | (c) | 140 | (c) | 141 | (c) | 142 | (c) | 143 | (c) | 144 | (c) | 145 | (c) | 146 | (c) | 147 | (c) | 148 | (c) | 149 | (c) | 150 | (c) |
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Active & Passive Voice

There are two kinds of sentences either with Active Voice or with Passive Voice.

1. He writes a letter.
 2. A letter is written by him.
- It will be seen that these two sentences express the same meaning but sentence (1) has an actor and a direct action and is called an Active Voice sentence. It is so called because the person denoted by the subject acts.

Sentence (2) has not an actor and a direct action and is called a Passive voice sentence. It is so called because the person or thing denoted by the subject is not active but passive, that is, suffers or receives some action.

In changing the Active Voice into Passive Voice, certain changes are made.

The changes in the subject, object, tenses of verbs, pronouns, etc. take place according to certain rules.

The passive voice is changed into Active Voice by reversing the rules.

BASIC RULES

1. The voice of the verb shows the kind of relationship that exists between its subject and object.
2. When a verb shows that its subject actually performs the action, it is said to be in the active voice.
The dog chased the cat.
The verb chased is in the active voice as the action denoted by it is performed by the subject, the dog.

ACTIVE AND PASSIVE VERB PHRASES

Active	Passive
chase, chases	am/is/are chased
am/is/are chasing	am/is/are being chased
has/have chased	has/have been chased
chased	was/were chased
was/were chasing	was/were being chased
had chased	had been chased
will/shall be chasing	will/shall be being chased

3. When a verb shows that its subject does not perform the action but receives it, it is said to be in the passive voice.
The cat was chased by the dog.
Here the action expressed by the verb is not performed by the subject, the cat. The action is performed by the dog which is the object.

Most transitive verbs, i.e. the verbs which take direct objects, can be used in passive voice.

She disliked the story. (Active)
The story was disliked by her. (Passive)

4. To change an active sentence into a passive sentence, make the following changes.

(a) make the subject of the active sentence the object of the passive sentence,
(b) make the object of the active sentence the subject of the passive sentence,

(c) place the preposition by before the object of the active sentence, and
(d) replace the main verb the past participle form (3rd form) and use is, are, am, was, were, will be, shall be, etc. before it. The following table shows the active and passive verb phrases

- (a) make the subject of the active sentence the object of the passive sentence,
- (b) make the object of the active sentence the subject of the passive sentence,
- (c) place the preposition by before the object of the active sentence, and
- (d) replace the main verb the past participle form (3rd form) and use is, are, am, was, were, will be, shall be, etc. before it. The following table shows the active and passive verb phrases

Active & Passive Voice

These four changes are illustrated below.

Subject	Active verb	Object
The dog	chased	the cat
Subject	Active verb	Object
The cat	was chased	by the dog

A sentence with a transitive verb (verb taking a direct object) plus an object may be turned from the active voice into the passive voice by shifting the subject and the object, and making necessary changes in the verb phrase. It must be remembered, however, that passive voice is generally used when:

- (a) The subject of a sentence is unknown or difficult to specify;
 - (b) It is desirable not to specify the subject, or
 - (c) We wish to emphasize the object rather than the subject.
- We should avoid the use of passive voice if it results in a clumsy sentence.

Active & Passive Voice MCQs

Direction: For each active sentence, four choices (a, b, c, d) are given in passive voice. You are directed to find out the correct one.

1. Has Asif not called you?
(a) Have you not been called by Asif?
(b) Have you not called Asif?
(c) Have you being not called by Asif?
(d) Has you not called by Asif?
2. I shall not face this difficulty?
(a) This difficulty shall not be face by I.
(b) This difficulty will not face by me.
(c) This difficulty will be not faced by me.
(d) This difficulty will not be faced by me.

will shall have been chased

3. Chief Minister has inaugurated the exhibition.

- (a) Exhibition was inaugurated by Chief Minister
- (b) Exhibition had been inaugurated by Chief Minister
- (c) Exhibition has been inaugurated by Chief Minister
- (d) Exhibition has been inaugurated Chief Minister

4. They had not misguided anyone.

- (a) Any one had not misguided them
- (b) Any one had not been misguided by them.
- (c) Any one has not been misguided by them
- (d) Any one had not been misguided by them.

5. They should avoid any error.

- (a) Any error should avoid them.
- (b) Any error should be avoid by them.
- (c) Any error ought to be avoid by them.
- (d) Any error should be avoided by them.

6. He is not asking questions?

- (a) Questions are not been asked by them.
- (b) Questions is not being asked by him
- (c) Questions are not being asked by him.
- (d) Questions are not being ask by him.

7. Did the criminals confess their crimes?

- (a) Did the crimes confessed by the criminals?
- (b) Were the crimes confessed by the criminals?
- (c) Did crimes confessed the criminals?
- (d) Were the crimes confessed by the criminals?
8. She was motivating her friends.
- (a) Her friends was being motivated by her
- (b) Her friends were motivated by her.
- (c) Her friends were being motivated by her
- (d) Her friends were motivating by her
9. Do not beat this boy.
- (a) Let this boy not be beaten
- (b) Let that boy not be beat
- (c) Let this boy not be beat
- (d) Let this boy not beaten
10. Shall we have occupied this room?
- (a) Shall this room has occupied by us?
- (b) Will this room have been occupied by us?
- (c) Will this room has occupied by us?
- (d) Will this room have been occupied us?
11. The Police caught the thief.
- (a) The thief was caught by the police
- (b) The thief had been caught by the police
- (c) The thief was catch by the police
- (d) The thief was being catch by the police
12. Did Mr. Akbar give a gift to his mother?
- (a) Was a gift given to his mother by Mr. Akbar?
- (b) Had a gift given to his mother by Mr. Akbar?

- (c) Was a gift given to his mother by Mr. Akbar?
- (d) Was a gift given to his mother by Mr. Akbar?
13. We will have finished the task next week.
- (a) The task will have finished next week.
- (b) The task will have been finished by us by next week.
- (c) By next week we will finish the task.
- (d) The task is finished by next week by us
14. Does he invite all his friends?
- (a) All his friends are invited by him?
- (b) Are all his friends invited by him?
- (c) Are all his friends being invited by him?
- (d) Have all his friends been invited by him?
15. I make cakes every week.
- (a) Cakes make by me every week.
- (b) Cakes will be made by me every week.
- (c) Cakes were made by me every week.
- (d) Cakes are made by me every week.
16. She found her watch.
- (a) Her watch is found by her
- (b) Her watch was found by her
- (c) Her watch was being found by her
- (d) Her watch has been found by her
17. Will you have planted a tree?
- (a) Will a tree had been planted you?
- (b) Will a tree be planted by you?
- (c) Will a tree have been planted by you?
- (d) Would a tree have been planted by you?

18. This hasn't stamped the letter.
- (a) The letter hasn't stamped them.
- (b) The letter hasn't been stamped by them.
- (c) The letter isn't stamped by they
- (d) The letter hasn't been stamped by they.
19. The government has called out troops.
- (a) Troops are called out by the government.
- (b) Troops had been called out by the government.
- (c) Troops have called out by the government.
- (d) Troops have been called out by the government.
20. He met me yesterday.
- (a) I was met by him yesterday.
- (b) I had been met by him the other day.
- (c) I have been met by him the other day.
- (d) I had met by him yesterday.
21. Some boys were helping the wounded man.
- (a) The wounded man is helped by few boys.
- (b) The wounded man was being helped by some boys.
- (c) Some boys helped the wounded man.
- (d) The wounded man were helped by some boys.
22. He will finish the work in a fortnight.
- (a) The work will be finished by him in a fortnight.
- (b) In a fortnight he will finish the work.
- (c) The work will have to be finished in a fortnight by him
- (d) The work must be finished by him in a fortnight.
23. Why did your brother write such a letter?

- (a) Why is such a letter written by your brother?
- (b) Why had your brother written such a letter?
- (c) Why was such a letter written by your brother?
- (d) Why should such a letter be written by your brother?
24. I have invited someone to the party.
- (a) Someone has been invited by me to the party.
- (b) Someone has been invited by me to party.
- (c) Someone was invited by me to party.
- (d) Someone have been invited by me to party.
25. The Romans expected to conquer Egypt.
- (a) It was expected by the Romans that they will conquer Egypt
- (b) It was expected by the Romans to conquer Egypt
- (c) Egypt was expected to be conquered by the Romans
- (d) Egypt was to be conquered by Romans
26. Some one has picked my pocket.
- (a) My pocket has been picked
- (b) My pocket had been picked some one.
- (c) My pocket is being picked.
- (d) My pocket had been picked by some one.
27. Circumstances will oblige me to go.
- (a) I shall be oblige to go
- (b) I shall have to be obliged to go
- (c) I shall have to oblige to go
- (d) I shall be oblige to go.
28. They showed the visitors the historical monuments of Lahore.
- (a) The visitors will be shown the historical monuments of Lahore

- (b) The visitors were shown the historical monuments of Lahore.
- (c) The historical monuments had been shown to the visitors.
- (d) The visitors would be shown the historical monuments of Lahore.
29. Students have elected him secretary of the Union.
- (a) He is elected secretary of the union.
- (b) He is being elected secretary of the union.
- (c) He has been elected secretary of the union.
- (d) He had been elected secretary of the union.
30. They fought a battle in the plain of Panipat.
- (a) A battle was fought in the plain of Panipat.
- (b) A battle is fought in the plain of Panipat.
- (c) A battle was to be fought in the plain of Panipat.
- (d) A battle had fought in plain of Panipat.
31. People say that honesty is the best policy but they seldom act upon it.
- (a) It is said that honesty is the best policy but that is seldom acted upon.
- (b) Honesty is said to be the best policy by the people but it is seldom acted upon.
- (c) Honesty is to be best policy, which is seldom acted upon.
- (d) It is said that honesty was best policy, which is seldom acted upon.
32. People say that democracy is a better form of Government.
- (a) Democracy is to be said a better form of government by the
- (b) Democracy is to become be said a better form of government by the people.
- (c) Democracy is said to be a better form of government by the people.
- (d) Democracy is said to a better form of government by the people.
33. Do not disturb him for anything.
- (a) Let him not be disturbed for anything.
- (b) He is not to be disturbed for anything.
- (c) He should not be disturbed for nothing.
- (d) Let he not be disturbed for anything.
34. I killed a snake with a stone in my dream last night.
- (a) In my dream last night a snake was being killed by me with a stone.
- (b) A snake was killed by me with a stone in my dream last night.
- (c) A snake is killed by I with a stone in my dream last night.
- (d) In my dream last night a snake was killed by me with a stone.
35. How many letters have you written since the beginning of the month?
- (a) How many letters have been written by you since the beginning of the month?
- (b) How many letters were written by you since the beginning of the month?
- (c) How many letters are written by you since the beginning of the month?
- (d) How many letters are being written by you since beginning of the month?
36. The teacher had given the boys a quiz before I entered the class.

- (a) The boys had been given a quiz by the teacher before I entered the class.
- (b) A quiz was given by the teacher to the boys before I entered the class.
- (c) The boys have been given a quiz by the teacher before I entered the class.
- (d) The boys are been given a quiz by the teacher before entered the class.
37. They will have finished their work by ten.
- (a) By ten their work will have finished by them.
- (b) Their work will have been finished by them by ten.
- (c) Their work have to be finished by them by ten.
- (d) Their work will have to be finished by them by ten.
38. Heavy rainfall damaged the crops.
- (a) The crops are damaged by heavy rainfall.
- (b) Crop were damaged by heavy rainfall.
- (c) The crops were damage by heavy rainfall.
- (d) Crop is damaged by heavy rain fall.
39. I shall write a letter.
- (a) A letter will be written by me.
- (b) A letter will have been written by me.
- (c) A letter is being written by me.
- (d) A letter is to be written by me.
40. She recites the Holy Qur'an daily.
- (a) The Holy Qur'an will be recited by her daily.
- (b) The Holy Qur'an should be recited by her daily.
- (c) The Holy Qur'an is recited by her daily.
- (d) The Holy Qur'an is recite by her daily.
41. Who writes a letter to you every month?
- (a) By whom is a letter written to you every month?
- (b) By whom a letter has to be written to you every month?
- (c) By whom you used to get written letter every month?
- (d) By whom a letter has been written to you every month?
42. Why do the children make a noise?
- (a) Why is a noise made by the children?
- (b) Why was a noise made by the children?
- (c) Why has a noise been made by the children?
- (d) Why the children used to make the noise?
43. Who rings the bell?
- (a) By whom has the bell been rung?
- (b) By whom is the bell rung?
- (c) By whom did the bell ring?
- (d) By whom's bell rang?
44. How did he obtain good marks in English?
- (a) How were good marks obtained by him in English?
- (b) How have good marks been obtained by him in English?
- (c) How could good marks be obtained by him in English?
- (d) How are good marks obtained by him in English?
45. Why did you discourage them?
- (a) Why are they being discouraged by you?
- (b) Why were you discouraged them?
- (c) Why were they discouraged by you?
- (d) Why have they been discouraged by you?
46. The police will soon arrest the murderer.

- (a) The murder will be arrested soon by the police.
 (b) The murder will have to be arrested by the police soon.
 (c) The murderer must soon be arrested by the police.
 (d) The murderer is to be arrested soon by the police.

47. Boys will have played cricket before the sunsets.

- (a) Cricket must be played by the boys before the sunsets.
 (b) Cricket can be played by the boys before the sunsets.
 (c) Cricket will have been played by boys before the sunsets.
 (d) Cricket will have to be played by the boys before sunsets.

48. He won't have bought books before I meet him.

- (a) Books won't have been bought by him before I meet him.
 (b) Books shal. not be bought by him before I meet him.
 (c) Books won't be bought by him before I meet him.
 (d) Books should not have been bought by him before I meet him.

49. Men all over the world love money.

- (a) Money could be loved by men all over the world.
 (b) Money's loved all over the world.
 (c) Money's been loved all over the world.
 (d) Money should be loved by men all over the world.

50. Ali had given him a present.

- (a) He had been gotten a present from Ali.
 (b) He had been given present by Ali.
 (c) Present has been given by Ali to him.

- (d) He had gotten a present from Ali.

51. We are playing cricket.

- (a) Cricket is what we are playing.
 (b) Cricket is being played by us.
 (c) Cricket is always played by us.
 (d) Cricket has been played by us.

52. We played hockey in the afternoon.

- (a) Hockey is what we play in the afternoon.
 (b) Hockey was played by us in the afternoon.
 (c) Hockey generally played by us in the afternoon.
 (d) Hockey is to be played by us in the afternoon.

53. Hassan will write the letter.

- (a) The letter will be written by Hassan.
 (b) The letter is being written by Hassan.
 (c) The letter would be written by Hassan.
 (d) The letter will have to be written by Hassan.

54. The doctor was examining him.

- (a) He was being examined by the doctor.
 (b) He had been examined by the doctor.
 (c) He has been examined by the doctor.
 (d) He was already been examined by the doctor.

55. He has seen this picture.

- (a) This picture has being seen by him.
 (b) This picture is being seen by him.
 (c) This picture has been seen by him.
 (d) This picture had been seen by him.

56. We shall inform you tomorrow.

- (a) You shall be informed by us tomorrow.

- (b) Tomorrow you shall be informed by us.
 (c) You should be informed by us tomorrow.
 (d) You shall be informed us by tomorrow.

57. The mason is building the wall.

- (a) The wall is built by the mason.
 (b) The wall is going to be built by mason.
 (c) The wall is being built by the mason.
 (d) The wall is been built by mason.

58. People speak English all over the world.

- (a) All over the world English is spoken.
 (b) English is speaking all over the world by the people.
 (c) English is spoken all over the world by the people.
 (d) English is used to be spoken all over the world by the people.

59. All his friends laughed at him.

- (a) He is laughed at by all his friends.
 (b) He is being laughed at by all his friends.
 (c) He was laughed at by all his friends.
 (d) He was laughed at all his friends?

60. Will the people accept your explanation?

- (a) Will your explanation being accepted by the people?
 (b) Will be your explanation accept by the people?
 (c) Will your explanation be accepted by the people?
 (d) Will your explanation accepted by the people?

61. I shall give you a book.

- (a) A book will be given to you by me.

- (b) a book will have been given to you by me.
 (c) A book will been given to you by me.
 (d) A book shall been given to you by me.

62. Our teacher taught us a new lesson.

- (a) A new lesson is taught to us by our teacher.
 (b) A new lesson was taught to us by our teacher.
 (c) A new lesson has been taught to us by our teacher.
 (d) A new lesson taught to us by our teacher.

63. I write a letter to my father.

- (a) A letter is written to my father by me.
 (b) A letter was written to my father by me.
 (c) A letter written to my father by me.
 (d) A letter has been written to my father by me.

64. This boy is flying a kite.

- (a) A kite was being flown by this boy.
 (b) A kite is being flown by this boy.
 (c) A kite will be flown by this boy.
 (d) A kite has being flown by this boy.

65. We eat fruit.

- (a) Fruit is eaten by us.
 (b) Fruit was eaten by us.
 (c) Fruit has been eaten by us.
 (d) Fruit is being eaten by us.

66. He is singing a song.

- (a) A song is sung by him.
 (b) A song being sung by him.
 (c) A song was being sung by him.
 (d) A song is being sung by him.

67. He has posted the letter.

- (a) A letter has been posted by him.
 (b) The letter has being posted by him.

- (c) The letter was posted by him.
(d) The letter had been posted by him.
68. He will lend me this book.
(a) This book would be lent to me by him.
(b) This book will be lent to me by him.
(c) This book will be lent to me by him.
(d) This book shall be lent to me by him.
69. Has he won the first prize?
(a) Has the first prize been won by him?
(b) Had the first prize been won by him?
(c) Has the first prize won by him?
(d) Has the first prize been won by him?
70. I saw him at the station.
(a) He had seen by me at the station.
(b) He has seen by me at the station.
(c) He was seen by me at the station.
(d) He is seen by me at the station.
71. I do not see him.
(a) He was not seen by me.
(b) He is not seen by me.
(c) He does not been seen by me.
(d) He has not been seen by me.
72. I did not learn my lesson.
(a) My lesson had not been learnt by me.
(b) My lesson has not been learnt by me.
(c) My lesson is not learnt by me.
(d) My lesson was not learnt by me.
73. He had eaten the fruit.
(a) The fruit had been eaten by him.
(b) The fruit was eaten by him.
(c) The fruit has been eaten by him.
(d) The fruit had been eaten by him.

74. She cooks the food.

- (a) The food is cooked by her.
(b) The food was cooked by her.
(c) The food has been cooked by her.
(d) The food had been cooked by her.

75. They will meet me.

- (a) I will have been met by them.
(b) I shall have been met by them.
(c) I shall have met by them.
(d) I shall be met by them.

76. I hate cricket.

- (a) Cricket was hated by me.
(b) Cricket is being hated by me.
(c) Cricket is hated by me.
(d) Cricket was being hated by me.

77. She is cooking food.

- (a) Food is being cooked by her.
(b) Food was being cooked by her.
(c) Food has been cooked by her.
(d) Food had been cooked by her.

78. He has written a story.

- (a) A story had been written by him.
(b) A story has been written by him.
(c) A story is written by him.
(d) A story was written by him.

79. Has he taken the examination?

- (a) Has the examination been taken by him?
(b) Had the examination been taken by him?
(c) Was the examination been taken by him?
(d) Has the examination been taken by him?

80. Does he not see us?

- (a) Were we not seen by him?
(b) Have we not been seen by him?
(c) Had we not been seen by him?
(d) Are we not seen by him?

81. I draw a map of Pakistan.

- (a) A map of Pakistan was drawn by me.
(b) A map of Pakistan is drawn by me.
(c) A map of Pakistan has been drawn by me.
(d) A map of Pakistan had been drawn by me.

- (b) A map of Pakistan is drawn by me.
(c) A map of Pakistan is been drawn by me.
(d) A map of Pakistan had been drawn by me.

82. Did he eat cake?

- (a) Is cake eaten by him?
(b) Was cake eaten by him?
(c) Has cake been eaten by him?
(d) Had cake been eaten by him?

83. She will build this house.

- (a) This house will be built by her.
(b) This house would be built by her.
(c) This house will have been built by her.
(d) This house would have been built by her.

84. He is throwing the ball.

- (a) The ball is being thrown by him.
(b) The ball was being thrown by him.
(c) The ball has been being thrown by him.
(d) The ball is thrown by him.

85. I am not doing sums.

- (a) Sums were not being done by me.
(b) Sums are not being done by me.
(c) Sums have not been done by me.
(d) Sums had not been done by me.

86. Aslam has posted the letter.

- (a) The letter is posted by Aslam.
(b) The letter was posted by Aslam.
(c) The letter has been posted by Aslam.
(d) The letter had been posted by Aslam.

87. He loaded his gun.

- (a) His gun was load by him.
(b) His gun has been loaded by him.
(c) His gun was loaded by him.
(d) His gun had been loaded by him.

- (d) His gun was being loaded by him.

88. I cut an apple.

- (a) An apple is cut by me.
(b) An apple is cut by me.
(c) An apple will be cut by me.
(d) An apple has been cut by me.

89. Mother cooks food for us.

- (a) Food is cooked by mother for us.
(b) Food is being cooked by mother for us.
(c) Food has been cooked by mother for us.
(d) Food had been cooked by mother for us.

90. The driver will drive the car.

- (a) The car will have been driven by the driver.
(b) The car will be driven by the driver.
(c) The car was driven by the driver.
(d) The car will be driven by the driver.

91. Some thieves may steal these things.

- (a) These things have been stolen by some thieves.
(b) These things must be stolen by some thieves.
(c) These things might be stolen by some thieves.
(d) These things may be stolen by some thieves.

92. I begin my work daily at 9 o'clock.

- (a) My work is being begun by me daily at 9 o'clock.
(b) My work is begun by me daily at 9 o'clock.
(c) My work has been begun by me daily at 9 o'clock.
(d) My work had been begun by me daily at 9 o'clock.

93. You caught the cat by the tail.

- (a) The cat was caught by the tail by you.

- (b) The cat caught by the tail by you.
 (c) The cat has been caught by the tail by you.
 (d) The cat will have been caught by the tail by you.

94. Birds are making the nests.

- (a) The nests are being made by birds.
 (b) The nests were being made by birds.
 (c) The nests are to be made by birds.
 (d) The nests have been made by birds.

95. The baby has lost her doll.

- (a) Her doll had been lost by the baby.
 (b) Her doll has been lost by the baby.
 (c) Her doll will have been lost by the baby.
 (d) Her doll was been lost by the baby.

96. We have won the match.

- (a) The match had been won by us.
 (b) The match is won by us.
 (c) The match has been won by us.
 (d) The match was won by us.

97. The boy is writing letters.

- (a) Letters were written by the boy.
 (b) Letters will be written by the boy.
 (c) Letters are being written by the boy.
 (d) Letters were being written by the boy.

98. He likes mangoes.

- (a) Mangoes are liked by him.
 (b) Mangoes were liked by him.
 (c) Mangoes will be liked by him.
 (d) Mangoes are being liked by him.

99. He rings the bell.

- (a) The bell was rung by him.
 (b) The bell is rung by him.
 (c) The bell has been rung by him.
 (d) The bell had been rung by him.

100. I have not beaten the dog.

- (a) The dog has not been beaten by me.
 (b) The dog will not have been beaten by me.
 (c) The dog is not beaten by me.
 (d) The dog was not beaten by me.

Answers

1. (a) 2. (d) 3. (c) 4. (c) 5. (d)
 6. (c) 7. (b) 8. (c) 9. (a) 10. (b)
 11. (a) 12. (c) 13. (b) 14. (b) 15. (d)
 16. (b) 17. (c) 18. (b) 19. (c) 20. (a)
 21. (b) 22. (a) 23. (c) 24. (a) 25. (b)
 26. (a) 27. (a) 28. (b) 29. (c) 30. (a)
 31. (b) 32. (c) 33. (a) 34. (b) 35. (c)
 36. (a) 37. (b) 38. (b) 39. (c) 40. (c)
 41. (a) 42. (a) 43. (b) 44. (c) 45. (c)
 46. (a) 47. (c) 48. (a) 49. (b) 50. (b)
 51. (b) 52. (c) 53. (a) 54. (a) 55. (c)
 56. (a) 57. (c) 58. (b) 59. (c) 60. (c)
 61. (a) 62. (b) 63. (a) 64. (b) 65. (a)
 66. (d) 67. (a) 68. (c) 69. (c) 70. (d)
 71. (b) 72. (d) 73. (a) 74. (c) 75. (d)
 76. (c) 77. (a) 78. (b) 79. (a) 80. (d)
 81. (b) 82. (b) 83. (a) 84. (b) 85. (b)
 86. (c) 87. (a) 88. (b) 89. (c) 90. (b)
 91. (c) 92. (b) 93. (a) 94. (c) 95. (b)
 96. (c) 97. (c) 98. (a) 99. (b) 100. (a)

Direct and Indirect Speech

The words spoken by the speaker are called Direct Speech but when these are reported by the third person, who is neither the speaker nor the listener, is called Indirect Speech.

The reporter will obviously use third person pronoun and in many cases past tense. In short while changing direct into indirect speech generally (not always) we change

- (i) Pronouns
 (ii) Verb
 (iii) Words referring to nearness in terms of time.

General Rules (See Special rules also)

- (i) Change of Pronouns. The pronouns of first person are changed according to the subject of the reporting speech. For example:

He said to me "I will meet you."

In the above quoted speech, He said to me is the reporting speech and its subject is I which is in inverted commas will be changed into he in indirect speech.

The pronouns of the second person are changed according to the pronoun used as an object in the reporting speech. In the above quoted example me is the object in the reporting speech. So you in the reported speech will be changed into me in indirect narration.

The pronouns of third person in the reported speech remain unchanged.

- (ii) Change of Verb: The words, outside the inverted commas, telling us about the speaker and his/her action are called reporting speech.

If the verb in the reporting speech is in Present or Future tense the verb of the reported speech is not changed while changing indirect narration.

If the reporting verb is in the past tense the verb of the reported speech is changed into past tense or past perfect tense. *Exception:* In case the reported speech is universal truth like

"The earth revolves round the sun" or "Man cannot live by bread alone" the verb does not undergo any change. For example:

He says, "I am not to be blamed."

He will say, "You are a fool."

He said, "I will teach your child."

In the case of the first sentence am will not be changed rather it will remain present tense even in indirect narration. In the case of the second sentence are will not be changed into past tense. While changing the third sentence into indirect narration we will change will into would.

Exception: In imperative sentences to is used with verb.

Change of words showing nearness to the present

There are some words like now, here, today etc. which show nearness to the present. When we change any sentence into indirect narration we change these words into words which show distance from the present. So,

Now is changed into then.

Here is changed into there.

Ago is changed into before.

Thus is changed into so.

Today is changed into that day.

Tomorrow is changed into the next day.

Yesterday is changed into the previous day.

Last night is changed into the night before.

This is changed into that.

These is changed into those.

Change of reporting verb
 Generally the reporting verbs as said, it is changed as detailed below

1. Said in an assertive sentence is changed into told.
2. Said in an interrogative sentence is changed into asked or enquired.
3. Said in an imperative (commands) sentence is changed into ordered.
4. Said in an imperative (requests) sentence is changed into requested.
5. Said in an exclamatory sentence is changed into exclaimed with.

Removal of inverted commas: When a direct speech is changed into indirect, inverted commas must be removed. For removing these following changes are made.

In assertive sentence commas are removed by putting that between the reporting speech and the reported speech.

In exclamatory sentences that is generally placed between reporting and reported speech.

In the case of interrogative sentences whether or not connect the reporting and the reported speech if the interrogative sentences begin with a helping verb like is, was, has, will etc. In the case the interrogative sentences begin with why, when, what, where, there is no need of any connecting word.

In imperative sentence no connecting word is used.

Conversion of Different Types of Sentences

1. Assertive Sentences

Example: He said, "I will punish you today."

Applying the mentioned rules we may say that I and you in the reported speech will be changed according to the subject and object of the reporting speech i.e. he and him (2). The verb will of the reported speech will be changed into past tense because the reporting verb is past tense so it should be would (3), word today showing nearness to the present will be changed into that day. So the changes will be.

I will be changed into he
You will be changed into him
Will will be changed into would.
Today will be changed into that day.
Said will be changed into told.

The indirect narration will be made.
He told him that he would punish him that day.

Interrogative Sentences

He said to me, "Why are you angry with me?"

He said to me, "Are you angry with me?"

By applying the general rules following changes will be

You will be changed into I

Me will be changed into him

Are will be changed into was

Said will be changed into asked.

For removing commas if or whether will be put

Another important change in the case of interrogative sentences is that the sentence is changed into assertive i.e. verb is put after the subject and not before it.

So the indirect narration will be

1st Sentence: He asked me why I was angry with him.

2nd Sentence: He asked me if I was angry with him.

Imperative Sentences

Study of following examples

1. Direct : He said, "Go there".
Indirect : He ordered him to go there.
2. Direct : He said, "Please finish this work".
Indirect : He requested him to finish that work.

Special Rules: From the above given examples we can gather.

- (a) To is used with verb and is not changed into past tense.

Direct and Indirect Speech
The words like please are deleted in indirect narration because reporting verb like request covers its meaning. No word is used for deleting inverted commas.

Exclamatory Sentences

Direct : He said, "Oh! We are caught".

Indirect : He exclaimed with sorrow that they were caught.

Direct : He said, "What a fine painting!".

Indirect : He exclaimed with surprise that the painting was fine.

Direct : He said, "Aha! We have won".

Indirect : He exclaimed with joy that they had won.

Special rules for exclamatory sentences

- (i) The word denoting exclamation is deleted and its sense is covered by replacing said of the reporting speech into exclaimed with joy or sorrow etc. as the case may be.
- (ii) The sentence is changed into an assertive sentence.

Special Instructions for Multiple Choice Questions

Always check up:

- (a) Whether pronouns are changed correctly.
- (b) Whether verb is changed correctly.
- (c) Whether proper word for removing commas is used.
- (d) Whether special rules with regard to the different types of sentences are followed or not.

Exercise

Directions: From each group of sentences pick up the sentence which is changed into indirect narration correctly.

1. (a) He told me which the shorter way was.
(b) He asked me which the shortest way was.
(c) He asked me which the shortest way was.
(d) He asked which was the shortest way.

2. (a) He exclaimed with surprise that he had been foolish.
(b) He exclaimed how foolish he had been.
(c) He exclaimed with sorrow that he had been extremely foolish.
(d) He exclaimed with joy that he has been foolish.

3. (a) He told his master pardon me.
(b) He asked his master pardon me.
(c) He exclaimed his master to pardon him.
(d) He begged his master to pardon him.

4. (a) The teacher said "I would not come the next day".
(b) The teacher asked "I will not come the next day".
(c) The teacher told that he would not come the next day.
(d) The teacher exclaimed that he would not come tomorrow.

5. (a) He admitted that he had not worked hard.
(b) He said if he had not worked hard.
(c) He told whether he had not worked hard.
(d) He exclaimed he had not worked hard.

6. (a) He advised to do this in a perfect manner.
(b) He told to do in a perfect manner that.
(c) He said I would do it in a perfect manner.
(d) He promised to do that in a perfect manner.

7. (a) I replied my fault in proved to pay fine.
 (b) I said my fault was proved to pay fine.
 (c) I exclaimed if my fault was proved to pay fine.
 (d) I replied if my fault was proved, I would pay the fine.
8. (a) The scientist told that the earth is round.
 (b) The scientist said earth was round.
 (c) The scientist asked that the earth is round.
 (d) The scientist told that the earth will be round.
9. (a) He told good bye to all the friends.
 (b) He exclaimed good bye to all the friends.
 (c) He bade good bye to all the friends.
 (d) He asked good bye to all the friends.
10. (a) The man replied what did he mean.
 (b) The man exclaimed what did he mean.
 (c) The man told what do you mean.
 (d) The man asked what he meant.
11. (a) The man exclaimed with sorrow that he was ruined.
 (b) The man told with sadness that he was ruined.
 (c) The man said with sadness that he was ruined.
 (d) The man said oh, he was ruined.
12. (a) She told that honesty was the best policy.
 (b) She said that honesty was the best policy.
 (c) She exclaimed that honesty is the best policy.
 (d) She told that honesty is the best policy.

Direct and Indirect Speech

13. (a) Ali exclaimed that why he was idling away time.
 (b) Ali told to his friend that why he was idling away time.
 (c) Ali asked his friend why he was idling away time.
 (d) Ali said to his friend that why he was idling away time.
14. (a) He asked the astrologer how he liked the stars.
 (b) He said to the astrologer how did he like the stars.
 (c) He asked the astrologer how did he like the stars.
 (d) He asked the astrologer how he liked the stars.
15. (a) The professor told I could solve the sum.
 (b) The professor told if I can solve the sum.
 (c) The professor asked if he could solve the sum.
 (d) The professor said can he solve the sum.
16. (a) Ali said thank you principal you had done me a favour.
 (b) Ali thanked the principle to say you have done me a favour.
 (c) Ali thanked the principal respectfully and said that he had done him a great favour.
 (d) Ali thanked and said principal you have done me a favour.
17. (a) The boys asked the teacher to allow them to go home.
 (b) The boys asked if the teacher can allow them to go home.
 (c) The boys ordered the teacher to allow them to go home.
 (d) The boys told the teacher to allow them to go home.
18. (a) The dacoit assured the man that he would rescue him.
 (b) The dacoit told that he will rescue him.
 (c) The dacoit exclaimed the man that he will rescue him.
 (d) The dacoit said the man that he will rescue him.

Direct and Indirect Speech

- (a) Ali told to find that mother has arrived.
 (b) Ali was surprised to find that mother had arrived.
 (c) Ali exclaimed mother that his mother arrived.
 (d) Ali told mother that his mother arrived.
- (a) They swore by God that they had not seen the thief.
 (b) They said by God that they had not seen the thief.
 (c) They told by God that they had not sent the thief.
 (d) They exclaimed by God that they had not seen the thief.
- (a) He said if I have come.
 (b) He asked if he had come.
 (c) He asked if he has come.
 (d) Hello, how are you.
- (a) He said hello and asked how are you.
 (b) He wished and asked how are you.
 (c) He addressed him to ask how he was.
 (d) He said go away.
- (a) He asked him to go away.
 (b) He ordered him to go away.
 (c) He asked please go away.
 (d) He exclaimed how can I could judge it.
- (a) He asked how he could judge it.
 (b) He asked how could I judge it.
 (c) He said if how could I judge it.
 (d) The officer said 'bravo' march forward.
- (a) The officer encouraged them and asked them to march forward.
 (b) The officer praised bravery to march forward.
 (c) The officer marched forward saying bravo.

Directions: In the following sentences the first sentence is in the direct narration and in the answer choices it is changed into indirect

narration. In which answer choice it is changed into indirect narration correctly.

26. "O God do not put me to test" said I.
 (a) I asked God do not put me to test.
 (b) I requested God do not put me to test.
 (c) I appealed to God not to put me to test.
 (d) I exclaimed O, God not to put me to test.
27. Ashraf said, "What a great fall!"
 (a) Ashraf exclaimed with sorrow what a great fall.
 (b) Ashraf exclaimed with surprise that it was a great fall.
 (c) Ashraf exclaimed with a sense of disappointment that it was a great fall.
 (d) What a fall the Ashraf exclaimed.
28. The sage said, "Child is the father of man."
 (a) The sage told that child is the father of man.
 (b) The sage asked if child is the father of man.
 (c) The sage told whether child is the father of man.
 (d) The sage told whether child is the father of man.
29. Commenting on his behaviour he said "Is it not a matter of shame for you?"
 (a) Commenting on his behaviour he asked if it was not a matter of shame for him.
 (b) He told it was a matter of shame for him.
 (c) He exclaimed it was a matter of shame for you.
 (d) He commented on his behaviour and said it was a matter of shame.
30. He said, "Why do the friends deceive?"
 (a) He said why the friends deceived.
 (b) He told as to why the friends deceived.

- (c) He asked why the friends deceived
(d) He exclaimed why the friends deceived
31. I said, "How undependable are you?"
(a) I asked that how undependable are you.
(b) I exclaimed how undependable you are.
(c) I asked how undependable she was.
(d) I exclaimed with surprise that she was most undependable.
32. I said, "Please be affectionate to me?"
(a) I exclaimed to please be affectionate
(b) I requested her to be affectionate to me.
(c) I asked if she is affectionate to me.
(d) I said whether she is affectionate to me.
33. I said, "Are you married, madam?"
(a) I addressed her as madam and asked if she was married.
(b) I asked if she was married.
(c) I said whether she was married.
(d) I told if she was married
34. He said, "How amazing is the spirit of man?"
(a) He exclaimed the spirit of man was amazing.
(b) He exclaimed with amazement that the spirit of man was amazing.
(c) He asked if the spirit of man was amazing.
(d) He told that the spirit of man was amazing.
35. He said, "Let me go, my dear".
(a) He told if he could go.
(b) He told let him go.
(c) He said my dear and asked to go.
(d) Using affectionate epithets he asked him to let him go.
36. Delivering the farewell speech the principal said, "May God bless you with success".

- (a) Delivering the farewell speech the principal blessed them with success.
(b) Delivering the farewell speech the principal prayed to God to bless them with success.
(c) Delivering the farewell speech the principal asked God to bless them
(d) Delivering the farewell speech the principal with success blessed
37. He said, "Romans and countrymen, have come to bury Caesar and to praise him"
(a) He told Romans and countrymen that he came to bury Caesar and praise him
(b) He addressed Romans and countrymen and told that he had come to bury Caesar and not to praise him.
(c) He said Romans and countrymen that he had buried Caesar and not praised him.
(d) He asked Romans and countrymen that praised and buried Caesar.
38. He said, "Frailty thy name is woman"
(a) He asked if frailty was the name of woman.
(b) He told that another name of woman is frailty
(c) He exclaimed the name of woman was frailty
(d) He said frailty is woman
39. She said, "Dear brother do not tease me"
(a) She observed brother should not tease her
(b) She affectionately called her brother and asked him not to tease her.
(c) She called brother not to tease her.
(d) She exclaimed dear brother not to tease her.
40. The doctor said, "Pray to God for his recovery".

- (a) The doctor asked them to pray to God for his recovery.
(b) The doctor told God to be prayed for recovery
(c) The doctor said God might recover him
(d) The doctor asked him to recover.
41. He shouted, "Throw away the gun and surrender".
(a) He said gun should be thrown and you should surrender.
(b) He shouted and asked him to throw the gun and to surrender.
(c) He shouted the gun to throw and surrender.
(d) He shouted let the gun be thrown and surrendered
42. The peon said, "May I help you sir?"
(a) The peon exclaimed if he could help him.
(b) The peon respectfully asked if he could help him.
(c) The peon told he would help him.
(d) The peon said he could help him.
43. The driver said, "How steep is the ascent, my lord".
(a) Addressing them as lords the driver exclaimed with surprise that the ascent was very steep.
(b) The driver exclaimed that the ascent was steep
(c) The driver said that steep was ascent.
(d) The driver asked if the ascent was steep.
44. The lover said, "O, dear we are two bodies but one soul"
(a) The lover exclaimed we were two bodies but one soul.
(b) The lover using loving epithets told that they were two bodies but one soul.
(c) The lover asked if they were two bodies with one soul.
(d) None is correct.

45. The saint said, "I have a joke which has a bad taste"
(a) The saint asked if it was a joke with a bad taste
(b) The saint told it was a joke with a bad taste
(c) The saint said that he was a joke with a bad taste
(d) None is correct
46. The father said, "Do not take these reverses so seriously"
(a) The father called him child and asked not to take those reverses so seriously
(b) The father exclaimed child not to take those reverses so seriously
(c) The father told to take reverses not so seriously
(d) The father apologized to take reverses not so seriously
47. The servant said, "Sir, I have been to the market yesterday evening"
(a) The servant respectfully told his master that he had been to the market yesterday evening
(b) The servant asked his master that he has been to the market yesterday evening
(c) The servant respectfully told his master that he had been to the market in the evening of a day earlier
(d) The servant told with surprise that he had been to the market a day earlier
48. The fox said, "O dear crow how fine do you sing?"
(a) The fox told that the crow sang fine
(b) The fox exclaimed with amazement that the crow sang fine
(c) The fox asked the crow if it sang fine.
(d) The fox called the crow dear and exclaimed with amazement that it sang very fine.

49. I said to her though she did not believe "Your hazel eyes are very attractive, my dear".
 (a) I exclaimed with surprise that her eyes were attractive.
 (b) I told her that her eyes were attractive.
 (c) I told her though she did not believe that her hazel eyes are very attractive.
 (d) I called her dear and told, though she did not believe that her hazel eyes were very attractive.
50. He said, "You will be pardoned if you confess your fault."
 (a) He told to pardon if he confessed fault.
 (b) He told him that he would be pardoned if he confessed his fault.
 (c) He asked to pardon him if he confessed his fault.
 (d) He exclaimed that he would pardon him if he confessed his fault.
51. I said, "I shall leave this place tomorrow".
 (a) I told to leave the place tomorrow.
 (b) I told that I would leave the place the next day.
 (c) I exclaimed to leave the place the next day.
 (d) I asked that I should leave the place the next day.
52. The man said, "what do you mean?"
 (a) I told to leave the place tomorrow.
 (b) I told that I would leave the place the next day.
 (c) I exclaimed to leave the place the next day.
 (d) I asked that I should leave the place the next day.
53. He cried to them, "Row back at any risk".
 (a) He cried please row back at risk.

- (b) He cried to them to row back at any risk.
 (b) He cried to them would you row back at any risk.
 (c) He cried to them rowing back at all risks.
54. Daniel said, "Thou art the man".
 (a) Daniel told him that he was the man.
 (b) Daniel asked him if he was the man.
 (c) Daniel ordered to be the man.
 (d) Daniel told to be a man.
55. The king said, "I am sorry my child."
 (a) The king told the child to be sorry.
 (b) The king told that he was sorry.
 (c) The king requested him to be a child.
 (d) The king calling him a child apologized.

Answers

1. (c) 2. (a) 3. (d) 4. (c)
 5. (a) 6. (d) 7. (d) 8. (a)
 9. (c) 10. (d) 11. (a) 12. (d)
 13. (c) 14. (a) 15. (c) 16. (c)
 17. (a) 18. (a) 19. (b) 20. (a)
 21. (c) 22. (d) 23. (c) 24. (a)
 25. (b) 26. (c) 27. (c) 28. (a)
 29. (a) 30. (c) 31. (c) 32. (b)
 33. (a) 34. (b) 35. (d) 36. (b)
 37. (b) 38. (b) 39. (b) 40. (a)
 41. (b) 42. (b) 43. (a) 44. (b)
 45. (c) 46. (c) 47. (c) 48. (d)
 49. (d) 50. (b) 51. (b) 52. (c)
 53. (b) 54. (a) 55. (d)

اردو انسائيكلوپيڈيا

ربنمانے انٹرویو

جنرل نالج

Bhatti Sons Publishers

★★★★

Correcting Errors

Direction: There is a blank space in each of the following sentences. Pick up from the given-choice one which may complete the sentence correctly.

1. _____ on this line before I realized my mistake.
 (a) Worked (b) Am working
 (c) Had been working
 (d) Was worked

2. He picked up the coin which _____ on the ground.
 (a) Laid (b) Lie
 (c) Lay (d) Laid up

3. They _____ him of his valuables.
 (a) Robbed
 (b) Would rubbed
 (c) Thieved (d) Has deprived

4. Do not _____ my hand so tightly.
 (a) Seize (b) Pal
 (c) Grab (d) Hold

5. They _____ the crime during the day.
 (a) Performed (b) Prosecuted
 (c) Discharged (d) Committed

6. The employer waited until the workers _____.
 (a) Had dispersed
 (b) Had scattered
 (c) Dispersed (d) Scattered

7. Though I _____ him yet I recognized him.
 (a) Never saw (b) Not seen
 (c) Had never seen
 (d) Have ever seen

8. He spoke so softly that no body could _____ what he said:
 (a) Hear (b) Listen
 (c) Hear to (d) Listen to

9. I _____ your work. Please remind me.
 (a) Forget (b) Forgot
 (c) Had forgotten
 (d) Have forgotten

10. I think I _____ this news yesterday.
 (a) Read (b) Had read
 (c) Have read (d) Would read

11. I first _____ this person in 1994.
 (a) Had met (b) Have met
 (c) Met (d) Was met

12. I saw you _____ you were buying shoes.
 (a) When (b) While
 (c) Until (d) Till

13. Now a days transport _____ cheaper.
 (a) Had become
 (b) Became
 (c) Is becoming
 (d) Has become

14. This bungalow _____ four bed rooms.
 (a) Consists (b) Comprise of
 (c) Comprises (d) Is made

15. He has not taken any decision he is still _____.
 (a) Over thinking it
 (b) Thinking it over
 (c) Thinking over it
 (d) Thinking out

16. Now a days she _____ her drawing board to the school daily.
 (a) Will take (b) Would take
 (c) Takes (d) Took

17. I _____ that we should accept the offer.
 (a) Would think
 (b) Should think
 (c) Think (d) Will think

18. No sooner did I reach there _____
 (a) When they left
 (b) Than they left
 (c) Then they left
 (d) So they left

19. Neither he nor his brothers _____.
 (a) Has come (b) Have come
 (c) Is come (d) Is came

20. His nature is such _____.
 (a) That I cannot adjust
 (b) Which I cannot adjust
 (c) As I cannot adjust
 (d) So I cannot adjust
21. She must be ashamed _____ her actions:
 (a) In (b) Of
 (c) By (d) At
22. It is difficult to say whether _____.
 (a) They will agree
 (b) They would agree
 (c) They would agree or not
 (d) They should agree
23. He told me that _____.
 (a) The earth revolves
 (b) Earth revolves
 (c) The earth revolved
 (d) Earth revolved
24. He admitted that he _____.
 (a) Is at fault (b) Was at fault
 (c) Would be at fault
 (d) Should be at fault
25. Do not go out lest _____.
 (a) He may object
 (b) He should object
 (c) He would object
 (d) He objects
26. He behaves as if _____.
 (a) He was my boss
 (b) He were my boss
 (c) He is my boss
 (d) He will be my boss
27. I can assure that he is better _____.
 (a) To any other student
 (b) To any student
 (c) Than any student
 (d) Than any other student
28. This book is _____ that
 (a) More preferable than
 (b) More preferable to
 (c) Preferable than
 (d) Preferable to

29. I have received no invitation _____.
 (a) Either from A nor from B
 (b) Neither from A or from B
 (c) Either from A nor from B
 (d) Either from A or from B
30. He will not come _____.
 (a) I do not think
 (b) I think not
 (c) I think (d) I may think
31. The majority of the _____ arrested
 (a) Culpit was (b) Culprits was
 (c) Culpit were
 (d) Culprits were
32. I forbade him _____.
 (a) Going (b) To go
 (c) Not going (d) Not to go
33. The rest of the members _____.
 (a) Has not turned
 (b) Have not turned
 (c) Has not turned up
 (d) Have not turned up.
34. Hurry up lest you _____.
 (a) May miss the train
 (b) May not miss the train
 (c) Should miss the train
 (d) Should not miss the train
35. A dozen charges _____.
 (a) Was levelled
 (b) Were levelled
 (c) Was made (d) Was braided
36. Ultimately he had to resign _____.
 (a) To fate (b) On fate
 (c) Himself to fate
 (d) Himself on fate
37. He avenged _____ his enemy.
 (a) On (b) Upon himself
 (c) Himself on (d) Himself
38. I regard him _____.
 (a) To rouge (b) A rouge
 (c) As a rouge (d) As rouge
39. This pen is to _____.
 (a) Write (b) Write for
 (c) Write in (d) Write with

40. He will not come here _____.
 (a) Will n't he
 (b) Will he
 (c) Is he (d) Is n't he
41. He is not supposed to _____ you
 (a) Accompany
 (b) Accompany with
 (c) Accompany by
 (d) A company of
42. There is not harm _____ him.
 (a) To meet (b) To meeting
 (c) Meet (d) In meeting
43. We must not laugh _____ others.
 (a) With (b) At
 (c) On (d) In
44. He has blessed her _____ success.
 (a) On (b) In
 (c) With (d) At
45. I was not serious. I was just _____.
 (a) Laughing (b) Cut joke
 (c) Joking (d) Making joke
46. You should not be angry _____ your friend.
 (a) At (b) Or
 (c) With (d) By
47. They were provoked _____ violent
 a.s.
 (a) Into (b) To
 (c) On (d) In
48. Since morning he has been
 complaining _____.
 (a) About headache
 (b) Of headache
 (c) Against headache
 (d) In headache
49. The child differs _____ his mother in
 appearance.
 (a) With (b) From
 (c) In (d) By
50. He has no money. He is _____ these
 days.
 (a) Hard out (b) Hard up
 (c) Hard of (d) Hard off

51. I cannot desist _____ saying so
 (a) In (b) Over
 (c) From (d) For
52. Do not insist _____ your suggestion:
 (a) In (b) Over
 (c) On (d) For
53. All were invited _____ dinner.
 (a) For (b) To
 (c) On (d) At
54. Do not discuss _____.
 (a) On this problem
 (b) This problem
 (c) Over this problem
 (d) At this problem
55. The drunken _____ out of the room.
 (a) Strode (b) Staggered
 (c) Trod (d) Waded
56. The cart _____ at it moved.
 (a) Creaked (b) Squeaked
 (c) Squealed (d) Moaned
57. The dry leaves _____ as the wind
 blew.
 (a) Clamoured (b) Hissed
 (c) Rustled (d) Bristled
58. The leader _____ graciously at the
 hosts
 (a) Grinned (b) Roared
 (c) Chuckled (d) Smiled
59. The criminals were _____ in the
 darkness of the night waiting for a
 victim
 (a) Wandering (b) Lurking
 (c) Loafing (d) Strolling
60. You will have to _____ silence here
 (a) Preserve (b) Persevere
 (c) Observe (d) Subside
61. No use _____ so
 (a) To say (b) Say
 (c) In saying (d) Saying
62. Would you mind _____ me tomorrow
 (a) To meet (b) Meeting
 (c) In meeting (d) For meeting
63. These cars are quite _____

- (a) Economical
(b) Frugal
(c) Miserly (d) Stingy
64. He is a man of _____.
(a) Conscious (b) Conscience
(c) Concensus (d) Consensus
65. These animals feed _____ grass.
(a) With (b) On
(c) For (d) No word
66. The mother is feeding the child _____ a bottle.
(a) On (b) In
(c) With (d) For
67. I am fed up _____ this type of behaviour.
(a) Of (b) In
(c) With (d) For
68. He persisted _____ saying so.
(a) In (b) With
(c) On (d) For
(e) No word
69. He insisted _____ his point of view.
(a) In (b) With
(c) On (d) For
(e) No word
70. It consists _____ everything you want.
(a) Of (b) With
(c) In (d) For
(e) No word
71. He desisted _____ doing this work.
(a) In (b) With
(c) From (d) In
(e) No word
72. He is hard _____ this days.
(a) With (b) For
(c) Up (d) In
(e) No word
73. This problem is a hard nut _____.
(a) For cracking
(b) To crack
(c) In cracking
(d) With cracking

74. He will never discuss _____ problem.
(a) About (b) On
(c) At (d) Of
(e) No word
75. You will be invited _____ dinner.
(a) For (b) To
(c) With (d) On
(e) No word
76. After giving his views he invited _____ comments.
(a) For (b) To
(c) With (d) On
(e) No word
77. I was provoked _____ his remarks.
(a) At (b) With
(c) By (d) On
(e) No word
78. The crowd was provoked _____ violent acts.
(a) With (b) At
(c) To (d) On
(e) No word
79. Such a policy may provoke _____ a sharp reaction.
(a) To (b) With
(c) On (d) From
(e) No word
80. The situation is quite _____ provoking.
(a) To (b) With
(c) On (d) Up
(e) No word
81. The father accompanied _____ his children.
(a) With (b) By
(c) For (d) To
(e) No word
82. Why are you angry _____ your friend?
(a) With (b) At
(c) In (d) On
(e) No word
83. What is the time _____ your watch?
(a) In (b) By

- (c) With (d) From
(e) No word
84. Ravi said so by way _____ a joke.
(a) By (b) For
(c) Of (d) At
(e) No word
85. God has blessed her _____ a son.
(a) With (b) By
(c) In (d) To
(e) No word
86. He is complaining _____ headache.
(a) About (b) Against
(c) By (d) Of
(e) No word
87. This ink is inferior _____ that.
(a) Than (b) To
(c) Of (d) From
(e) No word
88. He ordered _____ a cup of tea.
(a) For (b) With
(c) Up (d) To
(e) No word
89. You should not be blind _____ your duties.
(a) To (b) For
(c) With (d) On
(e) No word
90. Your brother differs _____ you in appearance.
(a) With (b) In
(c) From (d) To
(e) No word
91. Hard-hearted people cannot be moved _____ entreaties.
(a) At (b) To
(c) By (d) From
(e) No word
92. One must not laugh _____ the follies of others.
(a) With (b) For
(c) At (d) On
(e) No word
93. There is no harm _____ this.
(a) In doing (b) To do
- (c) Doing (d) At
(e) No word
94. I never expected him to be there. I met _____ him.
(a) With (b) By
(c) On (d) Up with
(e) No word
95. I shall not accompany _____ you.
(a) With (b) For
(c) On (d) To
(e) No word
96. He rejoiced _____ her success.
(a) With (b) On
(c) At (d) For
(e) No word
97. The pen is to _____.
(a) Write (b) Write with
(c) Write for (d) Write at
(e) No word
98. We were to go so we waited _____ him.
(a) On (b) With
(c) For (d) To
(e) No word
99. He has come today _____.
(a) Hasn't he? (b) Isn't he?
(c) Won't he? (d) Shouldn't he?
(e) Will not he?
100. He _____ from the contest.
(a) Withdrew
(b) Withdrew himself
(c) Withdraw himself
(d) Withdrawn himself
(e) No word
101. Neither he nor I _____ to be fined.
(a) Is (b) Am
(c) Are (d) Will
(e) No word
102. I regarded him _____ my guide.
(a) As (b) Our
(c) On (d) Of
(e) No word
103. He avenged _____ his enemy.
(a) Himself upon
(b) Upon

104. He resigned _____ fate.
 (a) To his (b) Himself to his
 (c) His to himself (d) To himself his
 (e) No word
105. He qualified _____ an engineer.
 (a) Himself as (b) As
 (c) As himself (d) Of
 (e) No word
106. A large number of students _____ absent.
 (a) Was (b) Were
 (c) Will (d) Shall
 (e) No word
107. The rest of the players _____.
 (a) Has not turned up.
 (b) Have not turned up
 (c) Have not been turned up.
 (d) Are not turned up.
 (e) Were not turned up.
108. A dozen charges _____.
 (a) Were leveled
 (b) Was leveled
 (c) Has leveled
 (d) Were charged
 (e) Had charged
109. I forbade him _____.
 (a) Not to go (b) To go
 (c) Not going (d) To going
 (e) From going
110. Hurry up lest you may _____.
 (a) Not miss the tram
 (b) Miss the train
 (c) Miss the train not
 (d) Train miss not
 (e) Hardly cannot walk
111. I am tired, I _____.
 (a) Can hardly not walk
 (b) Can hardly walk
 (c) Can walk hardly
 (d) Hardly can walk
 (e) Catch the train
112. It will not rain _____.
 (a) I do not think
 (b) I think
 (c) I think not (d) I may think
 (e) I shall think
113. I received no letter _____.
 (a) Either from him nor from her
 (b) Either from him or from her
 (c) From him and from her
 (d) From these
 (e) Neither from him or from her
114. This idea is definitely _____.
 (a) More preferable to that
 (b) Preferable to that
 (c) To that preferable
 (d) Highly preferable to that
 (e) To be preferable
115. Decidedly he is better than _____.
 (a) Not student of the class
 (b) Any other student of the class
 (c) All other students of the class
 (d) Every other student of the class
 (e) Each student of the class
116. He behaves as if _____.
 (a) He has been mad
 (b) He is mad
 (c) He should have been mad
 (d) He must have been mad
 (e) He were mad
117. Yesterday I _____ a garden where
 (a) I wanted to sit amongst the flowers
 (b) I want to sit amongst the flowers
 (c) I will be waiting to sit amongst the flowers
 (d) I have been waiting to sit amongst the flowers
 (e) I will want to sit amongst the flowers
118. Do not make a noise lest she _____.

Correcting errors

Correcting errors

125. Scarcely had I reached there _____.
 (a) When it began to rain
 (b) Before it begin to rain
 (c) That it began to rain
 (d) It began to rain
 (e) Or it began to rain
126. Neither Nazim nor her brother _____.
 (a) Has done this work
 (b) Are doing this work
 (c) Have done this work
 (d) Have been doing this work
 (e) Done his work
127. She _____ her bag to school everyday.
 (a) Will take (b) Would take
 (c) Is taking (d) Takes
 (e) Took
128. He has not told anything so far. He _____ it over.
 (a) Thinks (b) Would think
 (c) Has thought
 (d) Is thinking
 (e) Think
129. I _____ that we should own the responsibility.
 (a) Feel (b) Should feel
 (c) Am feeling (d) Shall feel
 (e) Can feel
130. The house _____ of ten rooms and an annexe.
 (a) Consists (b) Is consisting
 (c) Is consisted (d) Is consist
 (e) Consists
131. No one _____ which college he will join.
 (a) Would know
 (b) Know
 (c) Can know (d) Has known
 (e) Knows
132. These days transport _____ faster and cheaper than ever before.
 (a) Will become
 (b) Can become
 (c) Becomes (d) Is becoming
124. His character is such _____.
 (a) That I cannot understand
 (b) As I cannot understand
 (c) Which I cannot understand
 (d) I cannot understand
 (e) If I cannot understand
20. He admitted that _____.
 (a) He shall be at fault
 (b) He was at fault
 (c) He were at fault
 (d) He will have been at fault
 (e) He will be at fault
21. He told me that on _____.
 (a) Were strength
 (b) Was strength
 (c) Will be strength
 (d) Is strength
 (e) Had been strength
22. I cannot say whether _____.
 (a) Will they come?
 (b) They would come
 (c) They will come or not
 (d) If they would come
 (e) Do they come?
23. Why did you not take the risk of _____.
 (a) A fall (b) Entering
 (c) Crossing (d) Leaping
 (e) A look
24. No sooner did the snake appear on the road _____.
 (a) The children fled away
 (b) The children were fleeing away
 (c) Than the children fled away
 (d) The children will flee away
 (e) Than the children shall flee away

- (e) Become
133 She _____ that exhibition two times by now
(a) Has been seeing
(b) Will have seen
(c) Saw (d) Has seen
(e) Had seen
134 The teacher cannot meet the classes today because she _____ a cold
(a) Had (b) Is having
(c) Has had
(d) Will be having
(e) Has
135 I first _____ this person in 1971
(a) Was meeting (b) Met
(c) Have meet
(d) Am meeting
(e) Meet
136 I think I _____ this book in 1971.
(a) Read (b) Was reading
(c) Had read (d) Am reading
(e) Have read
137 I _____ your work please remind me
(a) Had forgotten
(b) Forget
(c) Forgot
(d) Have forgotten
(e) Am forgetting
138 The officer waited until the clerks _____ busily.
(a) Worked
(b) Were working
(c) Had worked
(d) Are working
(e) Are work
139 Although I _____ this note, I was aware of it.
(a) Never saw
(b) Have never seen
(c) Never see
(d) Had never seen
(e) Was never seen

Correcting Errors

140. He abused him again just after he _____ asked not to.
(a) Is (b) Had been
(c) Has been (d) Was being
141. I _____ on this topic for sometime before I realized my mistake
(a) Am speaking
(b) Have been speaking
(c) Speak
(d) Had been speaking
(e) Spoke
142. My father _____ me that I should have informed him
(a) Said (b) To d
(c) Asked (d) Ordered
(e) Wanted
143 I asked him to pick up the newspaper which _____ on the table
(a) Lay (b) Laid
(c) Stocked (d) Put
(e) Stood
144. He was _____ of all valuables
(a) Pinched (b) Robbed
(c) Stolen (d) Shaken
(e) Picked
145. He spoke so softly that nobody could _____ what he said.
(a) Hear to (b) Hear
(c) Listen to (d) Know to
(e) Catch upto
146 He was _____ my hand so tightly that I could not pull it away
(a) Catching (b) Holding
(c) Seizing (d) Grabbing
(e) Putting
147. The criminal was _____ in the court.
(a) Done (b) performed
(c) Committed (d) Prosecuted
(e) Discharged
148. "Mind your own business" he said _____
(a) Heavily (b) Harshly
(c) Scarcely (d) Rudely

13. (d) 14. (c) 15. (b) 16. (a)
17. (c) 18. (b) 19. (a) 20. (c)
21. (b) 22. (c) 23. (a) 24. (b)
25. (a) 26. (b) 27. (c) 28. (d)
29. (b) 30. (c) 31. (d) 32. (b)
33. (d) 34. (a) 35. (c) 36. (a)
37. (c) 38. (c) 39. (d) 40. (a)
41. (a) 42. (d) 43. (c) 44. (c)
45. (c) 46. (c) 47. (b) 48. (b)
49. (b) 50. (b) 51. (c) 52. (c)
53. (b) 54. (b) 55. (b) 56. (b)
57. (c) 58. (d) 59. (b) 60. (c)
61. (d) 62. (b) 63. (a) 64. (a)
65. (b) 66. (c) 67. (a) 68. (a)
69. (c) 70. (a) 71. (c) 72. (b)
73. (b) 74. (c) 75. (b) 76. (c)
77. (c) 78. (c) 79. (c) 80. (c)
81. (b) 82. (a) 83. (b) 84. (c)
85. (a) 86. (d) 87. (b) 88. (c)
89. (a) 90. (c) 91. (c) 92. (c)
93. (a) 94. (a) 95. (c) 96. (c)
97. (b) 98. (c) 99. (a) 100. (a)
101. (b) 102. (a) 103. (a) 104. (b)
105. (b) 106. (b) 107. (b) 108. (a)
109. (b) 110. (c) 111. (c) 112. (b)
113. (b) 114. (b) 115. (b) 116. (c)
117. (a) 118. (c) 119. (b) 120. (d)
121. (c) 122. (d) 123. (c) 124. (b)
125. (a) 126. (a) 127. (d) 128. (d)
129. (a) 130. (c) 131. (c) 132. (d)
133. (b) 134. (b) 135. (b) 136. (a)
137. (c) 138. (b) 139. (b) 140. (b)
141. (d) 142. (b) 143. (a) 144. (b)
145. (b) 146. (b) 147. (d) 148. (c)
149. (c) 150. (a) 151. (c) 152. (a)
153. (a) 154. (c) 155. (c) 156. (b)

Answers

1. (c) 2. (c) 3. (a) 4. (d)
5. (c) 6. (c) 7. (c) 8. (a)
9. (d) 10. (a) 11. (c) 12. (b)

Prepositions – MCQs

Below are giving some questions on PREPOSITIONS. There is a blank space in every question, all you have to do is to select the most suitable word from amongst the FIVE/FOUR choices offered to you and place it in the gap-gaps. This is an exercise in the proper use of English preposition.

1. He is very proud _____ his car.

- (a) On (b) Of
(c) At (d) About

2. He belongs _____ a family of aristocrats.

- (a) Of (b) From
(c) To (d) For

3. He invited me _____ tea.

- (a) For (b) At
(c) Upon (d) To

4. I congratulate you _____ your success.

- (a) At (b) For
(c) About (d) Upon

5. His father deals _____ sugar.

- (a) In (b) Of
(c) With (d) At

6. I am not afraid _____ you.

- (a) Of (b) About
(c) From (d) With

7. He has no affection _____ you.

- (a) With (b) For
(c) About (d) Towards

8. He aims _____ getting first divis. on.

- (a) On (b) For
(c) At (d) To

9. The train arrived _____ the station.

- (a) At (b) In
(c) On (d) From

10. Every good teacher knows how to deal _____ naughty boys.

- (a) In (b) On, On
(c) On, In (d) At, On
(e) At, In

11. He died _____ over work.

- (a) From (b) Of
(c) By (d) After
(e) For

12. He died _____ cholera.

- (a) Of (b) From
(c) B (d) After
(e) Off

13. The hunter fired _____ the lion.

- (a) On (b) At
(c) Over (d) Toward
(e) Upon

14. _____ the contrary I was proud of it.

- (a) In, Of (b) At, Of
(c) On, Of (d) On, For
(e) In, At

15. "That is very kind _____ you," he thanked him.

- (a) Of (b) About
(c) For (d) In
(e) At

16. He helped me _____ come _____ quicker decision.

- (a) To, To (b) To, At
(c) To, About (d) To, Over
(e) To, On

17. Aslam and Ashraf hit _____ a plane.

- (a) Upon (b) About
(c) Up (d) On
(e) No preposition is required

18. Mueez Bhatti was born _____ house _____ Lahore.

- (a) At, In (b) In, At
(c) At, At (d) In, In

19. The headmaster gave _____ the letter.

- (a) Away (b) Out
(c) In (d) About

20. No preposition is required _____ all let me introduce myself _____ you.

- (a) To, At, In (b) To, For, In
(c) For, About, In (d) With, In, In
(e) To, In, In

21. Little I gained _____ myself.

- (a) By, Over (b) By, In
(c) After, About (d) By, About

22. You have confused verbs _____ prepositions and with adjectives you have mixed _____ adverbs.

- (a) With, Up (b) From, In
(c) In, Down (d) With, In
(e) For, Up

23. Time is related _____ day and night.

- (a) With (b) At
(c) To (d) For
(e) Of

24. I am related _____ Intikhab _____ true friendship.

- (a) With, By (b) To, By
(c) To, Through (d) To, With
(e) With, Through

25. Romanticism often treats _____ horror, mystery, passion and deeds of violence.

- (a) At (b) For
(c) In (d) To
(e) Of

26. A bee cannot exist _____ its sting.

- (a) On (b) Of
(c) At (d) Without
(e) For

27. The aeroplane was just _____ the airport building that it crashed.

- (a) Near (b) For
(c) Above (d) By
(e) To

28. _____ the loud speaker we are told that the plane was ready to leave.

- (a) On (b) Through
(c) In (d) By
(e) With

29. _____ he was doing this, Juma' came in to say that she had heard that the fire was a bad one.

- (a) Because (b) For
(c) Since (d) As
(e) So

30. We looked at the picture on the tin we at once thought _____ the juice.

- (a) Of (b) To
(c) About (d) For
(e) At

31. But although I was putting _____ all my strength, the current was bearing me away.

- (a) On (b) In
(c) Out (d) Up
(e) Off

32. When, however, the new artists arrived it was discovered that they could not make _____ what to do.

- (a) Out (b) Up
(c) In (d) For
(e) Off

33. "I thought he was signaling me to stay on" instead the craft began to pick _____ speed.

- (a) Up (b) Up
(c) Off (d) In
(e) On

34. _____ recent years the Russians have been developing similar engines.

- (a) With (b) During
(c) Since (d) Inside
(e) For

35. The main streets were jammed _____ traffic.

- (a) With (b) In
(c) On (d) From

- (e) For
- 36 His stage was elementary. school
bucke-boys standing _____ in case
of eve-threatening rain
(a) In (b) Out
(c) By (d) To
(e) At
- 37 Zarina sat quietly darning her socks
and she listened _____ all he said
with a quite smile on her lips
(a) Up (b) On
(c) Out (d) In
(e) To
- 38 It is against the norms of good
behaviour, character and conduct to
not _____ back _____ of one's
promise.
(a) To Out (b) That From
(c) To, Away (d) To Li
(e) To, For
- 39 His health broke _____ due to hard
work
(a) Up (b) Down
(c) In (d) Away
(e) Into
- 40 The thieves broke _____ the house
and broke-open the safe
(a) In (b) Open
(c) Out (d) Into
(e) Up
- 41 Cholera usually breaks _____
whenever there is a big flood
(a) In (b) Up
(c) Out (d) Down
(e) Down upon
- 42 I look forward _____ you help which
has always been timely
(a) For (b) Upto
(c) Or (d) To
(e) Upon
- 43 The syc was breaking _____ the
horse
(a) In (b) Into
(c) Upon (d) Down
(e) Round

- 44 He is not the type
gives _____ easily _____ a boy who
(a) Of, In (b) Of Up
(c) For, Into (d) Of Away
(e) Of Down
- 45 The union (ist) leader persuaded the
workers to call _____ the strike
(a) Down (b) Up
(c) Upon (d) Of
(e) Off
- 46 The rogue tried to do away
the witness so that he might not
appear before the magistrate.
(a) Without (b) Up
(c) Upon (d) With
(e) From
- 47 All his schemes fell _____
funds:
(a) Off, For, For
(b) Through, For, From
(c) For, From, Of
(d) Off, For, Of
(e) Through, For, Of
- 48 When the officer order, he orders
_____ the _____ tone either the
order or the person should be carried
(a) In, That, Away
(b) In, That, Out (c) At, That, Away
(d) By, So that, By
(e) By, Because, Into
- 49 His father passed _____ (died) last
night:
(a) Of (b) Off
(c) In (d) On
(e) Away
- 50 Do not put _____ (procrastinate)
tomorrow what you can do today
(a) Up (b) Down
(c) Off (d) Away
(e) Out
- 51 The poor always look _____ the rich
who _____ general look down
_____ them (the poor):
(a) To, In, At (b) Up at, Of, Of
(c) At, Of, Down
(d) Upto, In, Upon
(e) Down into

- 52 Up In, Upon
the patient's condition had
deteriorated beyond any hope
recovery, but now he has turned round
the corner, he might pull
(a) Of, Up (b) For, Up
(c) For, Through
(d) From, Upon
(e) Of, Through
- 53 The Prime Minister put _____ the
un-popular movement _____
rough hand:
(a) Down, By (b) Down, With
(c) Down, Under
(d) Away, By
(e) Away, Under
- 54 He got _____ the trouble
getting _____ the examination, now
he was free _____ complete _____
the PCS.
(a) Up, In, Out, For, For
(b) Down, By, Through, For, To
(c) Over, For, Out of, For, For
(d) Over, By, Through, To, For
(e) Upon, In, Through, At, For
- 55 I am looking _____ my lost book
(a) Up (b) For
(c) To (d) Off
(e) Of
- 56 I took _____ smoking when I was
_____ my teens; now I find it
difficult _____ give it
(a) Into, At, To, away
(b) To In, To, Up
(c) For, Into, For, Down
(d) Up, Out of, Of, Away
(e) Down, From, For, Out
- 57 He sent this letter _____ my address
(a) On (b) To
(c) For (d) At
(e) Upon
- 58 He came running and fell _____ the
well
(a) In (b) Into
(c) Down (d) Below
(e) Down into

- 59 You can have my bicycle
means _____
(a) In (b) With
(c) At (d) On
(e) At
- 60 I am _____ your disposal
(a) For (b) On
(c) At (d) Upon
(e) With
- 61 I parted _____ my friend
(a) With (b) Without
(c) Of (d) From
(e) Off
- 62 He always seeks _____
(a) No preposition
(b) To
(c) For
(d) To (e) For
- 63 He always _____ the _____
theft
(a) Of (b) For
(c) Off (d) At
(e) From
- 64 His face is familiar _____
(a) With (b) For
(c) To (d) Of
(e) Off
- 65 He is tall _____ his age.
(a) At (b) Of
(c) For (d) With
(e) Without
- 66 The two friends settled it _____
themselves
(a) Between (b) For
(c) In (d) Among
(e) Amongst
- 67 He resigned _____ his service
(a) From
(b) No preposition
(c) In (d) On
(e) Off
- 68 He picked himself _____
(a) On or Upon
(b) At (c) Over
(d) With (e) For
- 69 Do as you wish _____ be done

Prepositions - MCQs

70. Have you disposed _____ his property.
(a) For, To (b) As, To
(c) As, For (d) As, To
(e) To, By
71. He persisted _____ accompanying me.
(a) Off (b) For
(c) With (d) Of
(e) No preposition required
72. The hunger aimed _____ the dove.
(a) On (b) At
(c) For (d) With
(e) Upon
73. You quarreled _____ me _____ a trifle.
(a) With, Over
(b) With, On
(c) With, In
(d) With, For (e) With, Upon
74. Arwa is confident _____ her success:
(a) On (b) Of
(c) With (d) For
(e) Over
75. I am sick _____ life:
(a) On (b) In
(c) From (d) Of
(e) With
76. He applied _____ the Principal _____ leave.
(a) To, For (b) For, For
(c) To, Of (d) Of, For
(e) To, Off
77. He fell _____ his horse:
(a) Down (b) From
(c) Of (d) Off
(e) Down from
78. She insisted _____ going _____ Lahore:
(a) For, At (b) For, To
(c) On, To (d) From, To

79. The tonga collided a bus.
(a) In (b) Into
(c) With (d) On
(e) Over
80. Zarina is a disgrace _____ her family.
(a) To (b) On
(c) For (d) Upon
(e) In
81. Your house is opposite _____ mine.
(a) From (b) To
(c) That of (d) Of
(e) Off
82. Who will profit _____ harming her.
(a) From (b) By
(c) In (d) With
(e) At
83. He hankers _____ riches:
(a) After (b) For
(c) To (d) About
(e) On
84. You must not indulge _____ excessive smoking:
(a) For (b) On
(c) In (d) About
(e) At
85. He is blind _____ one eye:
(a) By (b) Of
(c) Off (d) At
(e) From
86. I will do my duty _____ all risks.
(a) For (b) At
(c) By (d) With
(e) In spite of
87. I am ignorant _____ the facts _____ the case:
(a) For, For (b) From, Of
(c) Of, For (d) Of, Of
(e) About, In
88. The lion feeds _____ flesh.
(a) On (b) With
(c) At (d) Over
(e) By
89. You must abide _____ the rules of this institution.
(a) Am (b) Is

90. He provided the needy _____ the things of everyday use.
(a) To (b) For
(c) From (d) Upon
91. I prevailed _____ him to make another effort but he could not prevail _____ his adversity:
(a) Upon, Over (b) At, At
(c) On, On (d) On, At
(e) At, On
92. The river _____ which I went _____ my brother abounds _____ towards, With, On.
(a) To, With, Over
(b) To, Alongwith, Upon
(c) To, with, In
(d) To, With, With
(e) You are accountable _____ the director _____ your misbehaviour:
(a) To, For
(b) To, On account of
(c) Of, For (d) For, Of
(e) To, By
93. He was astonished _____ my revelation _____ the facts _____ murder.
(a) On, About, Of
(b) At, Of, For (c) Upon, By, About
(d) At, Of, About
(e) Over, About, About
94. He was acquitted _____ charge:
(a) Of (b) At
(c) In (d) About
(e) Over
95. I was alarmed _____ the tend of conduct he evinced:
(a) Over (b) Upon
(c) On (d) At
(e) By
96. I am alive _____ all the changes that are going on here:
(a) At (b) To
(c) Over (d) For
(e) About

98. He is angry _____ you _____ your in silence.
(a) With, With
(b) On, At (c) Upon, At
(d) With, at (e) About, on
99. You must comply _____ your wife's wishes:
(a) With (b) For
(c) Upon (d) Over
(e) To
100. She is confined _____ bed due _____ long illness.
(a) In, For (b) In, From
(c) On, By
(d) Into, Because
(e) To, To
101. The mother is affectionate _____ the child.
(a) Of (b) To
(c) On (d) About
(e) For
102. This means that you are conscious _____ the consequences _____ your actions.
(a) Of, Of (b) About, Of
(c) Of, About
(d) At, About (e) At, Of
103. The man who stood _____ the judge was accused _____ throwing a stone _____ his neighbour's window.
(a) Before, Of, At
(b) At, Against, To
(c) Of, At, On
(d) With, Of, At
(e) Before, At, On
104. My brother is invested _____ full authority _____ me to invest my money _____ that speculation.
(a) With, By, In
(b) By, In, To (c) In, With, By
(d) On, By, With
(e) In, With, By
105. You must apologise _____ him _____ what you have done, even though the act was not done _____ any bad intention:
(a) To, For, For
(b) For, With To, (c) To, With, For
(d) With, For, With

106. You can appeal _____ a higher court and apply _____ a fresh trial:
 (a) To, For (b) With, To
 (c) For, To (d) To, With
 (e) For, To
107. He has failed _____ his purpose because he failed _____ his first attempt and was not allowed _____ make another.
 (a) at, In, To (b) In, Of, To
 (c) By, To, In (d) To, In, By
 (e) In, By, To
108. He is profuse _____ his promises, but not at all profuse _____ his money.
 (a) In, Of (b) Of, On
 (c) From, From
 (d) For, In (e) Of, In
109. A young man should be his guard _____ bad company and beware _____ failing their evil ways.
 (a) On, Against, Of, Into
 (b) Of, Into, For, Against
 (c) Into, To, against, of
 (d) For, On, In, Into
 (e) Against, In, Into, On
110. While the cat was running the mouse the mouse ran _____ its hole and freed itself _____ danger.
 (a) After, Into, From
 (b) From, At, From
 (c) Into, To, In
 (d) In, From, To
 (e) At, From, Into
111. I have to liking _____ that man; in fact, I have taken a decided dislike _____ him.
 (a) For, Of (b) To, With
 (c) For, Towards
 (d) In, To
 (e) To, For
112. I cannot agree _____ you _____ this matter, and therefore I do not agree _____ your proposal.
 (a) With, In, To
 (b) To, With, In
 (c) In, To, With
 (d) To, In, For

113. Rhetoric might be compared _____ poetry.
 (a) With (b) In
 (c) To (d) For
 (e) By
114. He fought _____ the robbers his life.
 (a) With, For (b) To, Against
 (c) Against, For
 (d) For, With (e) To, For
115. The Spaniards allied _____ the English and fought _____ the French.
 (a) With, Against
 (b) Against, With
 (c) For, With (d) Against, For
 (e) With, For
116. He is blessed _____ children who have all turned _____ Well, but he is not blessed _____ good health:
 (a) With, Out, With
 (b) With, Out, In
 (c) For, To, Out
 (d) Out, With, To
 (e) To, With, Out
117. This is an exception _____ the general rule.
 (a) To (b) For
 (c) In (d) With
 (e) From
118. I hope you will make an exception _____ my son's case.
 (a) On (b) For
 (c) With (d) In
 (e) To
119. Please show some forbearance _____ his inexperience:
 (a) For (b) From
 (c) To (d) With
 (e) By
120. The ship is bound _____ Pakistan and is bound _____ contract to arrive _____ Lahore _____ the 18th July:
 (a) For, By, At, By, Of
 (b) By, At, Of, For, By
 (c) At, In, At, By, Of
 (d) Of, By, In, With, Of

121. He is _____ speaking all _____ charity:
 (a) At, With, Of, By
 (b) For, Of, To
 (c) With, To, By
 (d) On, With, At
 (e) Of, From, To
122. _____ an eye, and a tooth _____ this was the old law.
 (a) For, For (b) To, For
 (c) For, To (d) At, In
 (e) To, On
123. _____ a bird correspond _____ the wings _____ the arms of a man.
 (a) Of, To (b) Or, With
 (c) Over, In (d) To, With
 (e) On, To
124. I had a long correspondence _____ the wisdom of _____ custom.
 (a) With, On, To
 (b) To, For, In
 (c) On, In, For
 (d) For, At, To
 (e) In, On, With
125. I differ _____ you _____ the exact point _____ with dogs differ _____ shape or kind:
 (a) With, At, In, From, In
 (b) At, In, With, For, From
 (c) For, With, In, Out, To
 (d) Over, In, To, With, Out
 (e) In, To, Out, From, For
126. I disapprove _____ your way _____ working and must, therefore, dispense _____ your services.
 (a) Of, Of, With
 (b) At, In, Of
 (c) With, Out, In
 (d) Of, With, At
 (e) Over, Of, To
127. A kind man cannot distinguish light _____ darkness:
 (a) From (b) To
 (c) For (d) In
 (e) At
128. Death does not distinguish _____ the rich and the poor:
 (a) From (b) To
 (c) For (d) In
 (e) At

129. Did you look up this word _____ your dictionary?
 (a) Up (b) In
 (c) At (d) After
 (e) Upon
130. Do you go _____ for boxing?
 (a) In (b) Out
 (c) Down (d) Over
 (e) On
131. I read this book _____ beginning _____ end _____ three hours:
 (a) From, To, In
 (b) In, To, Within
 (c) For, Till, In
 (d) At, To, Since
 (e) Over, In, Within
132. A thief robbed the little girl _____ her purse:
 (a) Of (b) From
 (c) For (d) In
 (e) To
133. He succumbed _____ his injuries:
 (a) To (b) For
 (c) From (d) Over
 (e) About
134. Law breakers are liable _____ punishment.
 (a) To (b) For
 (c) By (d) At
 (e) In
135. He refrained himself _____ saying anything on the question:
 (a) From (b) To
 (c) For (d) In
 (e) Over
136. I always count _____ his support.
 (a) On (b) At
 (c) From (d) For
 (e) Over
137. The girl excels _____ music.
 (a) In (b) For
 (c) At (d) From
 (e) Into
138. He is impressed _____ that woman and he desires to press it _____ me.
 (a) With, On (b) For, To

- (c) From For (d) About, Over
(e) On, With
140. We took a boat and rowed _____ the
stream _____ the opposite bank
(a) Across To (b) Along, For
(c) With From
(d) In, Over (e) Down, For
141. He promised to abide _____ the
contract, and they relied _____ his
honour _____ its fulfilment
(a) By, On, For
(b) From, Upon, In
(c) For, In, By (d) By, For, On
(e) To, Over, In
142. He lives _____ small cost, and he
does so _____ abstaining _____
every kind of luxury:
(a) At By, From
(b) Once, For, In
(c) At, From, By
(d) In, From, For
(e) At, For, From
143. One must accustom oneself _____
humble fare such as _____ suitable _____
a person _____ small income:
(a) To, To, With
(b) In, For, Having
(c) From, To, Within
(d) At, In, Upon
(e) Over, For, In
144. Do not live _____ riches, but
whatever you live _____ live
_____ honest labour:
(a) For, For, By
(b) In, For With (c) For, In, On
(d) At, For, With
(e) With, In, By
145. If you have to live _____ a small
income live _____ your means:
(a) On, Within
(b) For In (c) In, At
(d) At, Under (e) Upon, Within
146. Qasid-i-Azam was born _____ 1876
A.D.
(a) In (b) On
(c) At (d) Upon
(e) During
147. You are mistaken _____ doing this
(a) In (b) At

Prepositions MCQs

- (c) With (d) Outside
(e) In front of
147. He was afflicted _____ heart trouble.
(a) With (b) For
(c) Of (d) In
(e) Over
148. Akbar succeeded _____ means:
(a) By (b) For
(c) From (d) With
(e) Through
149. I have no access _____ the minister
(a) To (b) For
(c) At (d) From
(e) By
150. The supply _____ sugar was
excess of the demand:
(a) Of, In (b) For, By
(c) In, To (d) At, For
(e) Over from
151. He is adept _____ the art
painting:
(a) In, Of (b) For, In
(c) From, Over
(d) At, Of (e) Over, Of
152. He advised me _____ appear
the examination:
(a) To, At (b) For, In
(c) In, For (d) To, By
(e) To, For
153. I listened _____ him and acted
_____ his advice:
(a) To, On (b) With, To
(c) To, At (d) To, Upon
(e) Though, At
154. The President gave his assent _____
the bill.
(a) To (b) For
(c) By (d) From
(e) For
155. My house stands opposite _____ the
college:
(a) To (b) From
(c) Near (d) Towards
(e) At
156. There are a lot _____ a. lusions
Melton's poem:
(a) Of, In (b) For, For
(c) From, Over

MCQs
In, Within
To, With
heavy, he inflicted _____ the
punishment is proposed

- (a) On (b) To, At
(c) Upon (d) To, Over
(e) With
167. He has gone _____ casual leave:
(a) On (b) For
(c) At (d) Upon
(e) In
168. There is no cause _____ wealth and happiness.
(a) Between (b) Within
(c) Among (d) In
(e) Into
169. He cannot check his snr
smoking:
(a) From (b) For
(c) At (d) In
(e) To
170. The cessation of a part of Bihar has
been demanded _____ West Bengal:
(a) By (b) From
(c) For (d) Through
(e) War
171. Observers are trying hard _____ the
cessation _____ hostilities _____
Pakistan and India
(a) For, Of, Between
(b) In, Of, Among
(c) Into, In, Between
(d) Upon, At, Within
(e) For, Over, With
172. He was hard _____ hearing
(a) To (b) Of
(c) At (d) For
(e) In
173. The corpse was covered _____
flowers
(a) With (b) In
(c) By (d) From
(e) Over
174. Egg is a component _____ our diet:
(a) Of (b) From
(c) For (d) In
(e) Into
175. Pay my compliments _____ regards:
(a) To, With (b) For, In
(c) Upon, With
(d) On, At (e) With, With
176. My shoes are made _____ canvas.
(a) Of (b) In
(c) For (d) From
(e) With
177. Canvassing is going _____:

176 Prices _____ coarse cloth have gone

- (a) Of, Up (b) For, Up
(c) In, Down
(d) Or, Less (e) Of, Low

177 He was ruined _____ the collusion
_____ his mother _____ his uncle:

- (a) By, Of, With
(b) With, On, Of
(c) For, From, With
(d) From, On, Of
(e) Through, From, With

178 He followed the counsels _____ his
elders:

- (a) Of (b) On
(c) For (d) From
(e) Through

179 Continuous rain caused damage
_____ the crops:

- (a) To (b) For
(c) By (d) From
(e) Over

180 Continuous rain _____ two days has
done good _____ the crops:

- (a) For, To (b) From, For
(c) Since, By (d) For, Upon
(e) Within, In

181 He inherited a lot _____ wealth
_____ his deceased father:

- (a) Of, From (b) In, For
(c) For, Upon
(d) From, From
(e) In, Of

182 Young girls should pay due deference
_____ the wishes _____ their
elders

- (a) To, Of (b) For, In
(c) On, For
(d) Upon, From
(e) To, In

183 He drank one glass _____ water
_____ one draught:

- (a) Of, In (b) Of, Within
(c) With, In
(d) Having, Into
(e) Of, With

184 Aslam and Akram are engaged
_____ a duel:

- (a) In (b) With

- (c) Within (d) Into
(e) Upon

185 I want a definite answer _____ my
question

- (a) To (b) Of
(c) By (d) From
(e) For

186 Our food is deficient
_____ vitamins:

- (a) In (b) For
(c) From (d) Upon
(e) Over

187 He has elicited the information
_____ the Government:

- (a) From (b) For
(c) To (d) Upon
(e) For

188 War seems _____ imminent:

- (a) To (b) None
(c) At (d) Of
(e) For

189 He is an emigrant _____ Sr. Lanka

- (a) From (b) For
(c) Of (d) To
(e) Into

190 He is not eligible _____ the post

- (a) For (b) From
(c) In (d) To
(e) Upon

191 The Indian intrusion _____ Kashmir
was condemned _____ all:

- (a) Into, By
(b) In, With
(c) Upon, Through
(d) Over By
(e) Upon, With

192 Effective management can solve the
problem _____ industries:

- (a) Of (b) For
(c) From (d) By
(e) Upon

193 The government is trying _____
facilitate the distribution _____
wheat:

- (a) To, Of (b) For, For
(c) For, In (d) At, Off
(e) Of, At

194 A ghastly scene was enacted _____
that day:

MCQs
(a) On (b) At
(c) Upon (d) For
(e) From

Industrial growth _____ a country
depends _____ the availability
_____ materials

- (a) Of, Upon, Of
(b) For, On, In
(c) In, Into, For
(d) From, At, From
(e) Of, On, Of

The procession was led _____ a
leader:

- (a) By (b) From
(c) For (d) Through
(e) Behind

The tuft _____ hair _____ the back
_____ horse is called name:

- (a) Of, On, Of
(b) In, At, Of
(c) For, On, At
(d) Of, For, Of
(e) At, Of, For

He looked pale _____ the sight
_____ the tiger.

- (a) At, Of (b) On, For
(c) Upon, Of (d) In, For
(e) Of, From

Rain drops were falling _____ the
window panes:

- (a) On (b) In
(c) Upon (d) At
(e) Up

Spirituous drinks are injurious _____
health

- (a) To (b) For
(c) From (d) Upon
(e) On

Answers

- 1 (b) 2. (c) 3 (d) 4. (c)
5 (a) 6. (a) 7. (b) 8. (c)
9 (d) 10 (c) 11 (a) 12. (a)
13. (b) 14. (c) 15. (a) 16. (a)
17. (a) 18. (a) 19. (a) 20. (a)
21 (b) 22. (a) 23. (a) 24. (b)

25. (c) 26. (a) 27. (c) 28. (a)
29 (d) 30 (c) 31 (b) 32 (a)
33. (b) 34 (a) 35 (a) 36 (c)
37. (e) 38 (a) 39 (b) 40 (d)
41. (c) 42. (d) 43. (a) 44. (a)
45. (c) 46. (d) 47. (c) 48. (b)
49 (e) 50 (c) 51. (d) 52 (e)
53. (b) 54. (d) 55 (b) 56 (b)
57 (b) 58 (b) 59 (c) 60. (c)
61. (d) 62 (e) 63 (c) 64 (c)
65. (c) 66 (a) 67 (a) 68 (a)
69. (e) 70 (d) 71 (b) 72 (b)
73. (a) 74 (b) 75 (a) 76 (c)
77. (d) 78 (c) 79 (c) 80. (a)
81. (b) 82 (b) 83 (a) 84 (c)
85 (b) 86 (b) 87 (d) 88 (a)
89. (e) 90 (a) 91 (d) 92 (c)
93. (a) 94 (d) 95 (a) 96 (c)
97. (b) 98 (d) 99 (a) 100 (a)
101. (b) 102 (a) 103 (a) 104 (a)
105. (c) 106 (a) 107 (a) 108 (a)
109. (a) 110 (a) 111 (a) 112 (a)
113. (a) 114 (c) 115 (a) 116 (a)
117. (a) 118 (a) 119 (d) 120 (a)
121. (a) 122 (a) 123 (a) 124 (a)
125. (a) 126 (a) 127 (a) 128 (a)
129 (a) 130 (a) 131 (a) 132 (a)
133 (a) 134 (a) 135 (a) 136 (a)
137. (a) 138 (a) 139 (a) 140 (a)
141. (a) 142 (a) 143. (a) 144. (a)
145 (a) 146. (a) 147. (a) 148 (a)
149. (a) 150 (a) 151. (a) 152 (a)
153 (a) 154 (a) 155. (a) 156. (a)
157. (a) 158 (a) 159 (a) 160 (c)
161. (a) 162. (a) 163. (a) 164. (d)
165. (d) 166. (a) 167 (a) 168 (a)
169 (a) 170 (a) 171. (a) 172. (b)
173 (a) 174. (a) 175. (a) 176. (a)
177. (a) 178. (a) 179 (a) 180 (a)
181. (a) 182. (a) 183. (a) 184 (a)
185. (a) 186. (a) 187. (a) 188. (d)
189. (a) 190. (a) 191. (a) 192. (a)
193. (a) 194. (a) 195. (a) 196. (a)
197 (a) 198. (a) 199. (a) 200 (a)

Current Affairs – MCQs

Tick the correct answer:

1. General Raheel Sharif, the Army Chief and Prime Minister, Mian Muhammad Nawaz Sharif visited born in January 2016:

- (a) ✓ Saudi Arabia and Iran
- (b) Iraq and Iran
- (c) Yemen and Iraq
- (d) USA and UK

2. Indian Prime Minister Narendra Modi visited which city of Pakistan in January 2016:

- (a) Islamabad
- (b) Karachi
- (c) ✓ Lahore
- (d) Multan

3. Who is the Present of Syria in 2016?

- (a) ✓ Bashar-ul-Asad
- (b) Ahmad Ali
- (c) Mahmood Abbas
- (d) None of these

4. The Iranian Naval Chief Adm Habibollah said in January 2016 to leave the Strait of Hormuz to:

- (a) ✓ US Navy
- (b) Russian Navy
- (c) UK Navy
- (d) None of these

5. Name the Iraqi President who chalked out the programme of enhancement of trade and human resource development with the Government of Pakistan in 2016:

- (a) ✓ Faud Masum
- (b) Fahid Mamoon
- (c) Malik bin Asad
- (d) None of these

6. Who is the Chairman of National Commission for Human Rights (NCHR) for Pakistan?

- (a) ✓ Justice (R) Ali Nawaz Chohan
- (b) Asma Jahangir
- (c) Imtiaz Ahmad
- (d) None of these

7. Who is the Secretary of State of USA in 2016?

- (a) ✓ John Kerry
- (b) Kerry Adam

8. (c) A.H. Lewis
(d) None of these
IOM stands for:

- (a) ✓ International Organization for Migration
- (b) International Objectives for Migrants
- (c) International Organization for Maritime
- (d) None of these

9. Donald Trump is a:

- (a) Footballer
- (b) Film Star
- (c) Judge of Supreme Court of USA
- (d) ✓ Presidential candidate for the election 2016 USA

10. EEOC stands for:

- (a) ✓ Equal Employment Opportunity Commission
- (b) European Employee Opportunity Commission
- (c) (a) & (b)
- (d) None of these

11. What is 'modern express' which starts its work in 2016?

- (a) Train
- (b) Bus
- (c) Newspaper
- (d) ✓ Cargoship

12. Beijing is the capital city of which country of the world?

- (a) USA
- (b) ✓ China
- (c) UK
- (d) Japan

13. Madrid is the city of which country of the world?

- (a) ✓ Spain
- (b) France
- (c) Germany
- (d) Turkey

14. Vladimir Putin is a:

- (a) Russian Writer
- (b) Russian Foreign Minister
- (c) Russian Supreme Court's Judge
- (d) ✓ Russian President

15. Sergei Lavrov is a:

- (a) Russian Novelist
- (b) ✓ Russian Foreign Minister
- (c) Russian Supreme Court's Judge
- (d) Russian President

16. Playground of UK
17. News Agency of France
18. Foreign Minister of France
19. None of these

20. Shah Rukh Khan is a
21. Minister (2016) of which country?

- (a) Mexico
- (b) Japan
- (c) Germany
- (d) Spain

22. Sanjay Kumar is a
23. Name the country?

- (a) Korea
- (b) Singapore
- (c) Myanmar
- (d) Malaysia

24. China's population is:

- (a) 2.36 billion
- (b) 3.36 billion
- (c) 1.36 billion
- (d) 4.36 billion

25. Most populous country is:

- (a) State of Vatican City
- (b) Kuwait
- (c) Chile
- (d) Britain

26. Size of Vatican City's estimated population is:

- (a) 240
- (b) ✓ 840
- (c) 740
- (d) 640

27. Which is the largest Islamic country?

- (a) Kazakhstan
- (b) Pakistan
- (c) Saudi Arabia
- (d) Afghanistan

28. Identify the area of the Kazakhstan:

- (a) 8,000,300 sq. km.
- (b) 8,00,000 sq. km.
- (c) 2,717,300 sq. km.
- (d) 9,111,800 sq. km.

29. Which country is known as the smallest Islamic country?

- (a) ✓ Maldives
- (b) Bahrain
- (c) Kuwait
- (d) Qatar

30. Area of the Maldives is:

- (a) 315 sq. km
- (b) 415 sq. km
- (c) 215 sq. km
- (d) ✓ 115 sq. km

31. So far as population is concerned, the biggest Islamic country is:

- (a) ✓ Indonesia
- (b) Pakistan
- (c) Malaysia
- (d) Bangladesh

32. Indonesia's population is:

- (a) 230 million
- (b) 110 million
- (c) ✓ 234 million
- (d) 190 million

33. Which is the most densely populated territory?

- (a) Mexico
- (b) ✓ Macao
- (c) Belgium
- (d) Chad

29. The density of the Macao's territory is:

- (a) ✓ 22,235 person per sq. km
- (b) 18,305 person per sq. km
- (c) 44,105 person per sq. km
- (d) 28,705 person per sq. km

30. Gibraltar is known as a:

- (a) ✓ Smallest colony
- (b) Largest colony
- (c) Most dense colony
- (d) Least dense colony

31. The most sparsely populated territory is:

- (a) ✓ Greenland (renamed Kalaallit Nunaat)
- (b) Falkland
- (c) Netherlands
- (d) None of these

32. Mention the density of Greenland:

- (a) One person per 69 sq. km
- (b) One person per 59 sq. km
- (c) One person per 89 sq. km
- (d) ✓ One person per 39 sq. km

33. Most densely populated country is:

- (a) ✓ Monaco
- (b) Greece
- (c) Italy
- (d) Luxembourg

34. The density of the Monaco is:

- (a) ✓ 15,461 per sq. km
- (b) 8,000 per sq. km
- (c) 19,411 per sq. km
- (d) 17,111 per sq. km

35. Identify the most populous city:

- (a) Beijing
- (b) Washington
- (c) ✓ Tokyo
- (d) New York

36. Arrha (renamed as Jernhol) is considered as the:

- (a) ✓ Oldest town
- (b) Lowest town
- (c) Highest town
- (d) None of these

37. Which is the largest city in area?

- (a) Beijing
- (b) Washington D.C.
- (c) ✓ Mount Isa (Australia)
- (d) Tokyo

38. The area of the largest city Mount Isa is:

Current Affairs MCQs

39. The highest town Wenchuan is situated at the altitude of 5100 m. Where is it located?
 (a) Japan (b) Taiwan
 (c) China (d) South Korea
40. Which is the lowest town?
 (a) Beijing (b) Lahore
 (c) The Israeli settlement of En Boker (d) None of these
41. The Israeli settlement of En Boker is the lowest town in the world. It is situated on the shores of a Dead Sea. What is its depth?
 (a) 878.5 meter below sea level
 (b) 393.5 meter below sea level
 (c) 561.5 meter below sea level
 (d) None of these
42. Which is the oldest capital city that is inhabited since 2500 BC?
 (a) Tokyo (b) Baghdad
 (c) Damascus (d) Delhi
43. Damascus is the capital of:
 (a) Syria (b) Egypt
 (c) Jordan (d) Taiwan
44. Which is the most extensive high plateau?
 (a) Siberian plateau
 (b) Tibetan plateau
 (c) Zhetan plateau
 (d) None of these
45. The average altitude of Tibetan plateau is 4,900 m. What is the area of Tibetan Plateau?
 (a) 1,850,000 sq. km
 (b) 8,850,000 sq. km
 (c) 3,850,000 sq. km
 (d) 2,850,000 sq. km
46. Mention greatest land mountain range?
 (a) Himalaya-Karakoram range
 (b) Pairs (c) Alps
 (d) Caucasus
47. How many peaks does the Himalaya-Karakoram range contain of the world's 109 peaks of over 7,315 m?

48. Name the longest land mountain range having approximately 7600 km length?
 (a) Alps (b) Karakoram
 (c) Andes of S. America (d) Pamirs
49. The largest ocean which represents 45.9 percent of the world's oceans is
 (a) Pacific (b) Arctic
 (c) Indian (d) Southern
50. Which is the deepest Ocean, having the average depth of 4188m?
 (a) Pacific Ocean
 (b) Indian Ocean
 (c) Arctic Ocean
 (d) Southern Ocean
51. The greatest depth of the Pacific Ocean is in the Mariana Trench. What is its depth at that point?
 (a) 4593 Fathoms
 (b) 2113 Fathoms
 (c) 4093 Fathoms
 (d) 5973 Fathoms
52. Which is the smallest ocean?
 (a) Arctic Ocean
 (b) Indian Ocean
 (c) Pacific Ocean
 (d) Southern Ocean
53. The largest sea is.
 (a) South China Sea
 (b) Red Sea
 (c) Baltic
 (d) Arabian
54. Name the largest gulf which begins from Cape Sable, Florida, USA to Caho Catche, Mexico?
 (a) Persian Gulf
 (b) Gulf of Mexico
 (c) American Gulf
 (d) None of these
55. Which is the largest bay with an area of 2,172,000 sq. km?
 (a) The Bay of Bengal
 (b) Persian Bay
 (c) Hudson Bay
 (d) None of these
56. Hudson Bay in Southern Canada

- (a) Jupiter (b) Earth
 (c) Mars (d) Venus
67. Pluto is the smallest planet. What is its diameter?
 (a) 2320 km. (b) 1820 km.
 (c) 1920 km. (d) 1220 km.
68. Which is the coldest planet?
 (a) Earth (b) Sun
 (c) Pluto (d) Venus
69. Venus is known as the hottest planet. Its estimated surface temperature is:
 (a) 464°C (b) 664°C
 (c) 864°C (d) 264°C
70. Which planet is nearest to Earth?
 (a) Pluto (b) Jupiter
 (c) Venus (d) Mars
71. Mercury is known as the fastest planet. Which is the brightest planet?
 (a) Venus (b) Plato
 (c) Jupiter (d) Mercury
72. Faintest planet is:
 (a) Jupiter (b) Earth
 (c) Pluto (d) Venus
73. The Earth is:
 (a) Hottest Planet
 (b) Coldest Planet
 (c) Brightest Planet
 (d) Densest Planet
74. Which planet is the least dense planet?
 (a) Venus (b) Saturn
 (c) Pluto (d) Jupiter
75. Name the planet with most satellites, having 18 out of the total 61 satellites?
 (a) Venus (b) Jupiter
 (c) Saturn (d) Pluto
76. The buildings in the Indian-Tibet (China) border fort of Basis are known as highest inhabited buildings. At what height it is situated?
 (a) 5990 meter (b) 2990 meter
 (c) 3990 meter (d) 1990 meter
77. The largest construction project The Midinat Al-Jubail Al-Sinaiyah is located in Saudi Arabia. What is its area?
 (a) 1015 sq. km
 (b) 2015 sq. km
 (c) 1515 sq. km
 (d) 3015 sq. km

has an area of 1,233,000 sq. km. It is the largest Bay in the world measured by shoreline length. What is its length?
 (a) 13,160 km (b) 19,111 km
 (c) 165 km (d) 20,000 km

Which of the following is called the lowest Depression below the sea level?
 (a) Dead Sea (b) Dead Sea Depression
 (c) Dead Sea Depression (d) Dead Sea Depression

Which of the following is called the widest land Depression?
 (a) None of these (b) Gasherbrum
 (c) K-2 (d) Mount Everest

What is the height of the Mount Everest?
 (a) 3348 meter (b) 8848 meter
 (c) 4448 meter (d) 6648 meter

Which country has the highest number of active volcanoes?
 (a) Japan (b) China
 (c) Philippine (d) Indonesia

Which of the following is a lava flow that occupies more than 5,125 sq. km of the island?
 (a) Vena Lisa (b) Mauna Loa
 (c) Gibraltar (d) Java

In which state of USA, Mauna Loa is located?
 (a) Hawaii (b) Huston
 (c) New York (d) Washington D.C

The length of Mauna Loa is 120 km. What is its width?
 (a) 10 km (b) 80 km
 (c) 70 km (d) 50 km

On Hawaii (USA), most active volcano Kilauea is located which has been erupting continuously since 1983. What is its height?
 (a) 1,247 meter (b) 1,347 meter
 (c) 1,147 meter (d) 1,447 meter

Which of the following country has the second largest Muslim population in the world?
 (a) India (b) Iran
 (c) Saudi Arabia (d) Pakistan

The largest planet is:

78. The imperial palace (Gongxi) is the largest palace, situated at Beijing (China). What is its area?
- 30.9 acres
 - 17.9 acres
 - 298.9 acres
 - 276.9 acres
79. What is the importance of the palace 'Isa-Nuri Imam' of the Sultan of Brunei in the capital Bandar Seri Begawan?
- The most beautiful place
 - The most costly place
 - The largest residential palace
 - The smallest residential palace
80. How many rooms are there in Istana Nara Imam palace?
- 1188
 - 1788
 - 1288
 - 1588
81. First World Hotel is the world's largest hotel. It has a total of 6215 rooms. Where is it located?
- France
 - Saudi Arabia
 - Los Vegas
 - Malaysia
82. The largest restaurant in which 5000 customers can be seated is the Royal Dragon (Mang Gorn Luang). In which city is it situated?
- Bangkok
 - London
 - Beijing
 - None of these
83. Which is the highest-capacity office building in the world and largest by floor area?
- Red Square
 - CIA Headquarters
 - ICCB Headquarters
 - Pentagon
84. World's tallest completed skyscraper
- World Trade Centre
 - Taipei 101
 - CN Tower
 - Petronas Twin Towers
85. Taipei 101, is situated at the city of Taipei in the.
- USA
 - Taiwan
 - South Korea
 - Malaysia
86. What is the height of Taipei 101?

87. The sail-shaped Burj Al Arab in Arabian Tower in Dubai United Arab Emirates, is the tallest hotel in the world. Its height is
- 313 meter
 - 310 meter
 - 321 meter
 - 296 meter
88. Approximately 3,500 designers, engineers and building workers were involved in the construction of Arabian Tower. It was built on a man-made island and which hosts 202 suites. What is its total floor area?
- 111,480 m²
 - 444,480 m²
 - 333,480 m²
 - 555,480 m²
89. Mention the super-tall skyscraper currently under construction in Dubai United Arab Emirates, when it is completed in late 2008, it is predicted to be the tallest man-made structure in the world, as well as the tallest building by any measure.
- CN Tower
 - UAE Tower
 - Desert Tower
 - Barj Dubai
90. What is expected height of Barj Dubai (Dubai Tower)?
- 601 meter
 - 500 meter
 - 700 meter
 - Barj Dubai
91. Mention the hotel with the 333 metre (1093 feet), 72 story skyscraper on Sheikh Zayed Road, Dubai, UAE that will become the world's tallest hotel, once it is occupied in April 2010.
- Rose Tower
 - White Rose
 - UAE Tower
 - J'Al Tower
92. The largest football stadium which has a total capacity of 205,000 spectators is Maracana Municipal Stadium in Brazil. In which city it is located?
- Rio de Janeiro
 - Musco
 - Rome
 - Hong Kong
93. The National Hockey Stadium Lahore is known as
- Most Beautiful Stadium

94. Largest Hockey Stadium
- Largest Hockey Stadium
 - Newest Hockey Stadium
 - What is the capacity of National Hockey Stadium in Lahore?
 - 30,000
 - 40,000
 - 25,000
 - 35,000
95. Which is the biggest sports festival?
- Sydney Olympics
 - Most of Olympics
 - The Olympic Games
 - Tokyo Olympics
96. The fountain at Fountain Town, USA's State Arizona is famous for being tallest fountain. What is its height?
- 211.3 meter
 - 371.3 meter
 - 571.3 meter
 - 171.3 meter
97. The greatest waterfall is.
- Niagara Falls
 - Cambodia Falls
 - Boyoma Falls
 - US Falls
98. Boyoma Falls is in Kisanjani, the city of
- Nairobi
 - Congo
 - Cape Town
 - None of these
99. The Salto Angel, Venezuela is the highest waterfall. What is its total drop off?
- 919 meter
 - 879 meter
 - 979 meter
 - 910 meter
100. Which is the most famous waterfall?
- Boyoma Falls
 - Hawaii Falls
 - The Niagara Waterfalls
 - Bahamas Waterfalls
101. The Niagara Waterfalls are located in
- USA
 - Canada
 - Both of them
 - None of them
102. The Karna Falls in Laos is known as the widest waterfall. Its width is 10 km. What is its flood flow?
- 6,50,000 cusecs per second

103. (b) 4,50,000 cusecs per second flood flow
104. (d) 3,50,000 cusecs per second flood flow
105. The largest delta is created by the Ganges and Brahmaputra rivers in Bangladesh and West Bengal, India. What is the area covered by this delta?
- 9,045,000 sq. km
 - 4,045,000 sq. km
 - 5,045,000 sq. km
 - 6,045,000 sq. km
106. The world's largest desert is in Northern Africa. Name the desert.
- Sahara
 - None of these
 - Desert of the Sahara Desert
 - 8,269,000 sq. km
 - 5,269,000 sq. km
 - 9,269,000 sq. km
 - 1,269,000 sq. km
107. With the length of 1226 km 'The Caspian Sea' is known as largest lake in which countries it flows?
- Russia and Iran
 - All of these
 - The Caspian Sea covers an area of
 - 111,800 sq. km
 - 411,800 sq. km
 - 371,800 sq. km
 - 501,800 sq. km
108. Name the largest freshwater lake. Its area is estimated at 82,414 sq. km.
- Lake Canada
 - Lake Superior
 - Lake USA
 - Lake Hudson
109. What is the area of Lake Superior?
- 52,350 sq. km
 - 62,350 sq. km
 - 72,350 sq. km
 - 82,350 sq. km
110. (d) 82,350 sq. km
111. (b) 62,350 sq. km
112. (c) 52,350 sq. km
113. (d) 42,350 sq. km
114. (b) 32,350 sq. km
115. (c) 22,350 sq. km
116. (d) 12,350 sq. km
117. (a) 6,50,000 cusecs per second flood flow

- largest freshwater lake, with an estimated volume of 23,000 cubic km. It flows in Russia's city.
- (a) Moscow (b) Leningrad
(c) Siberia (d) Krimata
111. Largest salt water lake with an area of 371,800 sq. km is located in Azerbaijan, Kazakhstan, Turkmenistan, Russia and Iran. Name the lake?
- (a) The Caspian Sea
(b) The Red Sea
(c) The Baltic Sea
(d) None of these
112. In Russia's city, Spetsa the deepest lake is located. What is the name of that lake?
- (a) Lake USA
(b) Lake Canada
(c) Lake Baikal
(d) None of these
113. Depth of Lake Baikal is
- (a) 133 meter (b) 167 meter
(c) 143 meter (d) 177 meter
114. The River Nile in Egypt is known as the.
- (a) Longest river
(b) Smallest river
(c) Widest river
(d) Most beautiful river
115. In Egypt the longest bridge canal flows. What is the name of that canal?
- (a) Suez Canal (b) Nile Canal
(c) Egypt Canal
(d) Tigris Canal
116. The length of Suez Canal is.
- (a) 202.2 km (b) 332.2 km
(c) 162.2 km (d) 422.2 km
117. Name the country with the shortest coastline?
- (a) Macao (b) Sri Lanka
(c) Monaco (d) Kuwait
118. The length of Monaco's coastline is
- (a) 3.61 km (b) 2.61 km
(c) 5.61 km (d) 1.61 km
119. Canada is the country with the longest coastline. What is the length of its coastline?
- (a) 111,795 km (b) 523,700 km

- Current Affairs MCQs
120. Which is the largest concrete dam?
- (a) Tarbo Dam
(b) Mang Dam
(c) The Grand Coulee Dam
(d) Hualien Dam
121. The Grand Coulee Dam is situated in USA's state Washington on
- (a) Washington River
(b) Niagara River
(c) Columbia River
(d) Hudson River
122. Across the Parana River on Paraguay-Argentina border the longest dam the Yacreteta Apple Dam is located. What is its length?
- (a) 69.6 km (b) 39.6 km
(c) 29.6 km (d) 49.6 km
123. Longest continuous rock tunnel is Panare Water Tunnel in Southern Finland, Finland. What is its length?
- (a) 120 km (b) 110 km
(c) 130 km (d) 100 km
124. Seikan Rail Tunnel in Japan is known as the longest under sea tunnel. What is its length?
- (a) 41.85 km (b) 53.85 km
(c) 23.85 km (d) 13.85 km
125. The under-sea Seikan Rail Tunnel in Japan with the length of 53.85 km is famous for being the
- (a) Longest Railway Tunnel
(b) Longest Road Tunnel
(c) Shortest Railway Tunnel
(d) Shortest Road Tunnel
126. Second Lake pontchartrain Causeway is the longest bridge by total length. It is situated in Louisiana. In which country Louisiana is situated?
- (a) Canada (b) Israel
(c) USA
(d) None of these
127. What is the length of longest bridge Second Lake Pontchartrain Causeway?
- (a) 38,422 m (b) 39,422 m
(c) 36,422 m (d) 37,422 m
128. The country with the greatest length of railway track.

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- (a) Russia (b) India
(c) USA (d) Bangladesh
- What is the length of railway track in India?
- (a) 101,55 km (b) 221,55 km
(c) 83,155 km (d) 44,155 km
- The biggest square which extends over 98 acres is
- (a) Red Square
(b) Taranmen Square
(c) Green Square
(d) Beijing Square
- Which city of China the biggest square Tiananmen is situated?
- (a) Beijing (b) Tibet
(c) Sinkiang (d) Chongqing
- The widest road the Monumental Avenue is located in Brazil's capital of
- (a) 150 meter (b) 450 meter
(c) 350 meter (d) 250 meter
- Trans-Siberian line from Moscow to Vladivostok (Russia) is known as.
- (a) Longest rail track
(b) Shortest rail track
(c) Busiest rail track
(d) Highest rail track
- What is the length of longest rail track "Trans Siberian Line"?
- (a) 8097 km (b) 7297 km
(c) 9297 km (d) 3297 km
- Lowest railway track was built in Japan which is 240 m below the sea level. Name that railway track?
- (a) Nippon Tunnel
(b) Tokyo Tunnel
(c) Matsushita Tunnel
(d) Seikan Tunnel
- Grand Central Terminal is the largest railway station. In which city of USA it is situated?
- (a) Washington (b) New York
(c) Arizona (d) Cape Town
- Grand Central Terminal covers an area of
- (a) 4 acres (b) 48 acres
(c) 43 acres (d) 45 acres
- The Great Wall of China is famous for being a:

- (a) Widest wall
(b) Longest wall
(c) Highest wall
- The Ghawar Field in Saudi Arabia and the Burgan Field in Kuwait are the largest oil fields. What are estimated oil reserves in each of these oilfields?
- (a) 60 billion barrels
(b) 50 billion barrels
(c) 40 billion barrels
(d) 70 billion barrels
- The South Pars North Dome Condensate field is a gas field located in the Persian Gulf. It is the largest gas field in the world. reserves are estimated to be around:
- (a) 1900 tcf (b) 1,700 tcf
(c) 1800 tcf (d) 2000 tcf
- Urengoy gas field is the world's second largest natural gas field. It is located in Russia. In total deposits, it lies in Yamalo-Nenets Autonomous Okrug, Tyumen Oblast of
- (a) Russia (b) China
(c) Tajikistan (d) Kuwait
- The Amoco refinery is the largest oil refinery. It is situated in Texas USA. What is its capacity?
- (a) 133,111 barrels per day
(b) 133,220 barrels per day
(c) 433,000 barrels per day
(d) 833,000 barrels per day
- The Great Pyramids of Giza were constructed in about 2500 BC. Name the oldest pyramid.
- (a) The Djoser step pyramid
(b) The Djoser step pyramid
(c) The Djoser step pyramid
(d) None of these
- Which is the tallest statue with height of 17 m?
- (a) The bronze statue of Buddha
(b) The stone statue of Buddha
(c) The iron statue of Buddha
(d) The stone statue of Buddha

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145. In which city of Japan the tallest bronze statue of Buddha has been erected?
 (a)✓ Tokyo (b) Kawasaki
 (c) Nagasaki (d) Taka Shika
146. Al-Azaziyah, Tripoli/Libya is famous for being a.
 (a) Coldest place
 (b) Most dangerous place
 (c)✓ Hottest place
 (d) None of these
147. What temperature was recorded on 13 September 1922 at the hottest place?
 (a)✓ 58°C (b) 48°C
 (c) 38°C (d) 28°C
148. Vostok in Antarctica is the coldest place. What is the temperature of that area?
 (a) 79.2°C (b) -19.2°C
 (c)✓ 89.2°C (d) -59.2°C
149. Windiest place where gales reach 320 km per hour is situated in Antarctica at:
 (a) The Common Bay
 (b) The wealth Bay
 (c) The Hudson Bay
 (d)✓ The Commonwealth Bay
150. Yuma in Arizona State is the place with most sunshine where annual average of the sunshine is 91 per cent. In which country it is located?
 (a)✓ USA (b) Russia
 (c) China (d) Canada
151. Area with the least sunshine where nil sunshine is observed for 182 days a year is:
 (a)✓ South Pole (b) North Pole
 (c) None of these
 (d) Both of them
152. The Lambert Glacier is the longest glacier, having at least 700 km length. Where it is located?
 (a) China (b) Canada
 (c)✓ Australian Antarctic Territory
 (d) Siberia
153. The port of New York and New Jersey in U.S.A is the longest port. What is its stretch?
 (a)✓ 238 Sq km (b) 488 Sq km
154. 'Rotterdam' in the Netherlands is famous for being the
 (a) Busiest port
 (b) Largest artificial Harbour
 (c)✓ Both of them
 (d) None of them
155. What is the area covered by Rotterdam port?
 (a) 200 sq km (b) 300 sq km
 (c)✓ 100 sq km (d) 400 sq km
156. Name the country with the busiest airlines system?
 (a) Japan (b) Russia
 (c)✓ Canada (d) USA
157. Which is the largest airport?
 (a)✓ King Khalid International Airport
 (b) Tokyo International Airport
 (c) Kennedy International Airport
 (d) Karachi International Airport
158. King Khalid International Airport is in Saudi Arabia's city Riyadh. What is its area?
 (a)✓ 221 sq km
 (b) 321 sq km
 (c) 521 sq km
 (d) 721 sq km
159. Russian Military Mi-26 is the largest helicopter. What is its length?
 (a) 29 metres (b)✓ 32 metres
 (c) 24 metres (d) 20 metres
160. The MV Lomonosov State University, world's largest university, contains 32 stories and 40,000 rooms. Where it is situated?
 (a) USA (b) Canada
 (c)✓ Moscow (d) UK
161. The oldest written language is:
 (a) Sanskrit (b)✓ Chinese
 (c) Japanese (d) English
162. Which is the most spoken language having an estimated speakers more than 1 billion?
 (a) English (b)✓ Chinese
 (c) French (d) Japanese
163. The Encyclopaedia Universal Illustrada Europeo-Americana is the largest Encyclopaedia. Over how

- many pages it stretches?
 (a) 555,000 pages
 (b)✓ 105,000 pages
 (c) 605,000 pages
 (d) 235,000 pages
164. The new encyclopaedia Britannica (current 32-volume 16th edition contains 32,330 pages) is known as
 (a) The largest encyclopaedia of English Language
 (b) The largest encyclopaedia of Arabic Language
 (c) The largest encyclopaedia of Urdu Language
 (d) The largest encyclopaedia of Persian Language
165. Which is the largest library?
 (a) The United States Library of Washington
 (b)✓ The United States Library of Congress
 (c) Washington Library
 (d) None of them
166. How many items does the United States Library of Congress contain?
 (a) 238,433,000
 (b) 358,433,111
 (c)✓ 108,433,370
 (d) 438,433,001
167. Longest biography which contains 4832 pages is:
 (a) The biography of Richard Nixon
 (b)✓ The biography of Sir Winston Churchill
 (c) The biography of Sir Abraham Lincoln
 (d) The biography of Sir Thomas Moor
168. What is the importance of Swedish official Journal 'Push Oeh Inrikes Tuhningar'?
 (a)✓ Oldest Newspaper
 (b) Largest Newspaper
 (c) Newest Newspaper
 (d) None of these
169. When the oldest Newspaper was founded?
 (a)✓ 1645 (b) 1625

- (c) 1615 (d) 1605
170. Which is the oldest newspaper?
 (a) 17,565,774 (b) 19,565,774
 (c) 18,565,774 (d) 20,565,774
171. Having the publication of more than 4,235 newspapers, which country is famous for most newspaper?
 (a) USA (b) Canada
 (c)✓ India (d) China
172. The US Treasury's mint in Philadelphia is famous for being a
 (a) Smallest mint
 (b) Most Protected mint
 (c)✓ Largest mint
 (d) Most Costly mint
173. Annual Capacity of US Treasury's Mint is:
 (a) 15 million coins
 (b) 12 million coins
 (c) 17 million coins
 (d) 18 million coins
174. Largest Mosque is in Pakistan. Name the mosque.
 (a) Shah Masjid
 (b) Abdullah Mosque
 (c)✓ Shah Fusa Mosque
 (d) Muhammad Mosque
175. Shah Fusa Mosque covers an area
 (a) 16.18 acres (b)✓ 46.87 acres
 (c) 0.81 acres (d) 36.17 acres
176. Fort George in Arderies, Highland, UK is known as.
 (a) Highest fort
 (b) Oldest fort
 (c)✓ Most beautiful fort
 (d) Largest fort
177. The Ashmolean Museum in Oxford, UK is known as:
 (a)✓ Oldest museum
 (b) Largest museum
 (c) Highest museum
 (d) None of these
178. Name the leading film producing country?
 (a) Russia (b) USA
 (c)✓ India (d) China
179. Which country is known as the largest car producer?

- (a) ✓ USA (b) Japan
(c) Canada (d) Korea
- 180 Most immigration country is
(a) ✓ USA (b) Canada
(c) China (d) Australia
- 181 Most emigration country is
(a) ✓ Mexico (b) Pakistan
(c) India (d) China
- 182 Longest frontier 16416 km exists between
(a) China and India
(b) Australia and Japan
(c) ✓ Canada and USA
(d) USA and Mexico
- 183 China is known as the country having most land frontiers. How many countries it bordered with her?
(a) ✓ 16 (b) 19
(c) 20 (d) 22
- 184 Which country is the biggest foreign aid donor?
(a) ✓ Japan (b) USA
(c) Australia (d) Canada
- 185 Country with the largest GNP is
(a) ✓ USA (b) China
(c) Russia
(d) None of these
- 186 The country with the largest national debt
(a) Russia (b) China
(c) India
(d) ✓ United State
- 187 Which is the richest country?
(a) Canada (b) Russia
(c) ✓ Switzerland
(d) None of these
- 188 Which is the poorest country?
(a) ✓ Rwanda (b) Maldives
(c) Indonesia (d) India
- 189 Name the country with the largest foreign debt?
(a) China (b) Germany
(c) ✓ USA (d) Italy
- 190 Name the country with the greatest monetary gold reserves?
(a) Canada (b) ✓ USA
(c) South Africa
(d) Pakistan
- 191 Which country's budget is the largest
- budget?
(a) Canada
(b) South Africa
(c) Russia (d) USA
- 192 Mention the country with the highest income tax rate
(a) Norway (b) Canada
(c) Denmark (d) USA
- 193 Income tax rate of Denmark is
(a) 55 per cent (b) 65 per cent
(c) 75 per cent (d) 85 per cent
- 194 Which country is known as lowest income taxed sovereign country
(a) Bahrain (b) Qatar
(c) Both of them
(d) None of them
- 195 Name the country with most dentists
(a) United States (b) Russia
(c) Canada
(d) None of these
- 196 Which country has most psychologists and psychiatrists?
(a) Canada (b) Russia
(c) China (d) USA
- 197 Which country has highest number of physicians?
(a) Canada (b) ✓ China
(c) USA (d) Russia
- 198 Mention the country having the highest number of hospitals
(a) ✓ China (b) USA
(c) Russia (d) Canada
- 199 In which country the highest number of suicides is recorded?
(a) Maldives (b) Italy
(c) Romania (d) ✓ USA
- 200 Name the country with the most telephone subscribers?
(a) Canada (b) Germany
(c) USA (d) ✓ Hong Kong
- 201 Which country manufactures the largest number of colour televisions?
(a) ✓ South Korea (b) Canada
(c) Malaysia (d) Japan
- 202 Name the country with the most post offices?
(a) USA (b) ✓ India
(c) China (d) Italy
- 203 Who is the leading electricity

- producer in the world?
(a) Canada (b) India
(c) USA (d) Germany
- 204 Which country is known as the largest steel producer?
(a) Canada (b) China
(c) USA (d) Japan
- 205 Who is the largest crude oil producer having about 8 million barrel daily production?
(a) Saudi Arabia (b) USA
(c) Russia (d) Iran
- 206 Name the country with the largest crude oil reserves?
(a) USA (b) Russia
(c) Kuwait
(d) Saudi Arabia
- 207 Saudi Arabia's reserves of crude oil are
(a) 300 barrels
(b) 400 barrels
(c) 200 barrels
(d) 500 barrels
- 208 Which country produces the largest amount of natural gas?
(a) India (b) Russia
(c) China (d) Iran
- 209 Name the country with the largest natural gas reserves?
(a) India (b) Canada
(c) Italy (d) Russia
- 210 Which country is the largest consumer?
(a) ✓ USA (b) Russia
(c) Pakistan (d) China
- 211 The largest silver producer is
(a) Pakistan (b) China
(c) Mexico (d) Vietnam
- 212 The largest coal producer is
(a) China (b) UK
(c) Russia (d) Germany
- 213 Name the country which produces the largest quantity of wheat
(a) ✓ China (b) USA
(c) Russia (d) Pakistan
- 214 Largest wool producer is
(a) ✓ Australia (b) USA
(c) Russia (d) Italy
- 215 Largest cotton producer is

- (a) Russia (b) Pakistan
(c) ✓ China
(d) None of these
- 216 In fish catching which of the following is the leading country?
(a) Russia (b) ✓ China
(c) South Africa (d) England
- 217 Name the largest information technology employer in the world
(a) Apple (b) ✓ IBM
(c) Dell (d) Acer
- 218 Name the country with the largest expenditure on defence?

1. Russia
2. China
3. USA
4. India
5. Japan
6. South Korea
7. Germany
8. France
9. UK
10. Italy
11. Canada
12. Australia
13. Malaysia
14. South Africa
15. Pakistan
16. Rwanda
17. Indonesia
18. India
19. Maldives
20. Romania
21. Hong Kong
22. Germany
23. Vietnam
24. Pakistan
25. Italy
26. Russia
27. China
28. India
29. Canada
30. USA
31. Mexico
32. Germany
33. China
34. Russia
35. Pakistan
36. Australia
37. Italy
38. Japan
39. South Korea
40. Canada
41. Malaysia
42. India
43. China
44. USA
45. Russia
46. Pakistan
47. Italy
48. Germany
49. France
50. UK
51. Japan
52. South Africa
53. England
54. Russia
55. China
56. Pakistan
57. India
58. USA
59. Canada
60. Australia
61. Malaysia
62. South Korea
63. Japan
64. Italy
65. Germany
66. France
67. UK
68. China
69. Russia
70. Pakistan
71. India
72. USA
73. Canada
74. Australia
75. Malaysia
76. South Africa
77. Pakistan
78. Rwanda
79. Indonesia
80. India
81. Maldives
82. Romania
83. Hong Kong
84. Germany
85. Vietnam
86. Pakistan
87. Italy
88. Russia
89. China
90. India
91. Canada
92. USA
93. Mexico
94. Germany
95. China
96. Russia
97. Pakistan
98. Australia
99. Italy
100. Japan

- (d) Royal Force, UK
226. The number of China's military force is:
- (a)✓ 2.2 million (b) 3.1 million
(c) 1.2 million (d) 4.1 million
227. Which is the largest legislative assembly?
- (a) US Congress
(b) Russian Duma
(c) British Parliament
(d)✓ National People's Congress of People's Republic of China
228. The Six Great Triads of China having more than 1,00,000 members worldwide is a:
- (a)✓ Largest Criminal Organization
(b) Largest Trade Union
(c) Largest Army
(d) Largest Charity Organization
229. Which and where is the largest commercial bank?
- (a) City Bank USA
(b) Grindlays Bank
(c) Bank Alfalah
(d)✓ Bank of Tokyo-Mitsubishi in Japan's city Tokyo
230. Name Bank with the most branches?
- (a) Bank of Japan
(b) Bank of America
(c)✓ The State bank of India
(d) Bank of Tokyo
231. Which institution is known as the largest employer?
- (a) US Army
(b) US Government
(c)✓ Indian Railways
(d) Indian Govt.
232. The Boeing company in Seattle Washington, USA is the:
- (a) Largest manufacturer of Helicopters
(b) Largest manufacturer of Car Engines
(c)✓ Largest manufacturer of Commercial planes
(d) Largest manufacturer of Fighter planes
233. Largest oil company belongs to USA. Name that company?

- (a)✓ The Exxon corporation
(b) Total (c) Shell
(d) Texas Union
234. In which city of the Netherlands the largest market of diamond is situated?
- (a) Holland (b) Paris
(c)✓ Amsterdam (d) Belgium
235. World's fastest growing plant can grow up to feet a day. Name that plant?
- (a) Oak (b) Date
(c)✓ Bamboo (d) None of these
236. Forest of Coniferous is the largest forest. Where it is located?
- (a) USA (b)✓ Russia
(c) China (d) Canada
237. Total wooded area of the forest of coniferous is:
- (a)✓ 2,700,000,000 acres
(b) 8,700,000,000 acres
(c) 4,700,000,000 acres
(d) 7,700,000,000 acres
238. Which is the largest, heaviest and longest mammal and animal?
- (a) Shark (b) Elephant
(c)✓ Blue whale (also called Sibbald's rorqual)
(d) None of these
239. Largest land living animal and mammal with average adult height of 3 to 3.7 meter is:
- (a) Asian bush elephant
(b) African Tiger
(c)✓ African Bush elephant
(d) Bengal's Tiger
240. In terms of weight name the smallest marine mammal, whose weight varies from 23 kilogram to 35 kilogram?
- (a) Shark
(b) American Dolphin
(c) Blue Whale
(d)✓ Commerson's Dolphin
241. Which is the fastest land animal?
- (a)✓ Cheetah or hunting Leopard
(b) Bengal's Tiger
(c) African Tiger
(d) None of these
242. Which is the fastest marine mammal?

- (a)✓ Whale (b) Blue Whale
- (a) Shark
(b) Bull kiler Whale
(c)✓ Male Grouper is known as
(d) Tallest animal
- (a)✓ Most dangerous animal
(b) Tallest mammals
(c) Heaviest animal
(d) Which is the fastest land bird?
- (a) Ostrich
(b) Indian Sparrow
(c) Eagle
(d) Ind an parrot
- (a)✓ The fastest flying bird?
(b) Indian Falcon
(c) African Falcon
(d) The Peregrine Falcon
- (a) Australian Falcon
(b) Which bird lays 'largest egg'?
(c) Kiwi
(d) Both of them
- (a) None of them
(b)✓ Largest fish?
(c) Whale Shark
(d) Blue Whale
- (a) Dolphin
(b) White Whale
(c) Mention the country having most
(d) colonies with 108?
- (a) Japan (b)✓ USA
(c) Saudi Arabia (d) Canada
- (a) Who is the first lady Prime minister in the world?
(b) Benazir Bhutto
(c)✓ Mrs. Sirimava Bandaranaike
(d) Karina Akina
- (a) Margrate Thatcher
(b) Name the first woman president of the UN General Assembly?
(c) Mrs. Kumara Tunga of Sri Lanka
(d) Benazir Bhutto of Pakistan
- (a)✓ Pandit Vijayalakshmi of India
(b) Pandit Vijay Lakshmi Nepal
(c) Name the first UN Secretary-General.
(d) Mr. Trygre Lie of Norway
- (a)✓ Mr. William of USA
(b) Mr. Jorge Lie of Italy
(c) Mr. David of USA

252. First disabled person to scale Mount Everest was:
- (a) Tom Whitaker of Russia
(b) Tom Whittaker of China
(c) Tom Whitaker of Italy
(d)✓ Tam Whitaker of USA
253. Name of first man who set foot on the moon?
- (a) Andre Gromeko
(b)✓ Neil Arm Strong
(c) Andre Soharev
(d) Gerry Smith
254. Who was the first Muslim who went into space?
- (a) Prince Sultan Salman Saud of Emirates
(b) Prince Sultan Salman Saud of Maldives
(c) Prince Sultan Salman Saud of Jordan
(d)✓ Prince Sultan Salman Saud of Saudi Arabia
255. Who was the first man to be sent in space?
- (a) Aleksey A. Leonov
(b) Neil Arm Strong
(c)✓ Flight Major Yuriy Al Akseyevich Gagarin
(d) Valentina Vladimirova
256. Who was the first woman to be sent in space?
- (a)✓ Junior Lieutenant Valentina Vladimirovna Tereshkova of the former Soviet Union
(b) Yuriy Alekseyevich Gagarin
(c) Aleksey A. Leonov
(d) Neil Arm Strong
257. Name of the first man who did walk in space?
- (a) Yuriy Alekseyevich Gagarin
(b) Neil Arm Strong of USA
(c)✓ Lt-col Aleksey A Leonov of the former Soviet Union
(d) Junior Lieutenant Vladimirovna Tereshkova
258. Which was the first animal to be sent in space?
- (a)✓ Laika the dog sent by Russians
(b) Laika the sheep sent by

Russians)

- (c) Dolly, the dog (sent by the USA)
(d) Dolly, the sheep (sent by the USA)

259. Which was the first artificial satellite?
(a) ✓ Sputnik I, of the former Soviet Union

(b) Suez I, of the former Soviet Union

(c) Apollo I, of the USA
(d) Skylab of the USA

260. Which was the first wheeled vehicle on the moon?

(a) Sputnik I, of the former USSR
(b) ✓ Lunakhod I of the former USSR

(c) Apollo I, of the USA
(d) Skylab of the USA

261. First reusable manned space vehicle was.

(a) NASA space shuttle of the USA
(b) Sputnik I, of the former USSR

(c) Skylab of the USA

(d) ✓ Columbia space shuttle of USA

262. When was first human heart transplanted?

(a) 3 December, 1966

(b) 3 December, 1968

(c) ✓ 3 December, 1967

(d) 3 December, 1969

263. The first human heart was transplanted to:

(a) Baaney B. Clark

(b) Grote Schuur

(c) Lichirou Tsuruyama

(d) ✓ Louis Washkansky

264. The first human heart transplant operation was done at the Grote Schuur Hospital in Cape Town, South Africa by Barnard, Christiaan Neethling. Name the Valentina first man to receive an artificial heart?

(a) Louis Washkansky

(b) Louise Brown

(c) ✓ Dr. Baaney B. Clark

(d) RH Lawler

265. Name the first test-tube baby?

(a) ✓ Louise Brown

(b) Louis Washkansky

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(c) RH. Lawler
(d) Tom Whitaker

266. First liver transplant recipient was

(a) R.H. Lawler

(b) Louise Brown

(c) ✓ Lichirou Tsuruyama of Japan

(d) Yuriy Alekseyevich

267. First person to receive a permanent electric heart:

(a) Tom Whitaker

(b) ✓ Mr. Abel Goodman

(c) Louise Brown

(d) RH Lawler

268. Who performed first kidney transplantation?

(a) ✓ RH. Lawler of USA

(b) Yuriy Alekseyevich

(c) Louise Brown

(d) Louis Washkansky

269. Which was worst influenza?

(a) World-wide influenza in 1910.

11

(b) World-wide influenza in 1818.

19

(c) ✓ World wide influenza, in 1918.

19

(d) World wide influenza in 1930.

31

270. How many people were killed in World Wide influenza?

(a) 4,640,000

(b) 17,640,000

(c) ✓ 21,640,000

(d) 12,640,000

271. Country with the greatest number of industrial robots having approximately 525,000 robots is:

(a) Canada

(b) ✓ USA

(c) ✓ Japan

(d) Russia

272. Name the most infectious disease with a mortality rate of about 99.99 per cent?.

(a) AIDS

(b) Hepatitis B

(c) ✓ The Penumonic form of Plague

(d) Cancer

273. AIDS is counted as:

(a) ✓ Deadliest disease

(b) Newest disease

(c) Most horrible disease

economy is:

(a) USA.

(b) ✓ Belarus

(c) Canada

(d) Russia

284. Country which suffers from the highest number of murder rate is

(a) China

(b) Canada

(c) Italy

(d) ✓ USA

285. Name the country with the most executions?

(a) Saudi Arabia

(b) USA

(c) Italy

(d) ✓ China

286. Which country possesses the largest foreign exchange reserves?

(a) ✓ Japan

(b) Canada

(c) Germany

(d) USA

287. Which ship accident is called worst ship accident?

(a) Sinking of Keneddy

(b) Sinking of Royal Giant

(c) Sinking of Losiana the Great

(d) ✓ Sinking of Titanic after hitting an iceberg

288. Titanic sank in Halifax, Canada, on April 15, 1912. How many people died in this accident?

(a) 3,513

(b) 2,513

(c) ✓ 1,513

(d) 4,513

289. Which country has most TV sets?

(a) ✓ China

(b) Canada

(c) USA

(d) India

290. Which country has most VCR's?

(a) ✓ USA

(b) Canada

(c) Japan

(d) India

291. Leading nuclear electricity producing country is:

(a) Canada

(b) ✓ USA

(c) Australia

(d) Canada

292. Point out the country with the most nuclear reactors?

(a) Canada

(b) ✓ USA

(c) Ukraine

(d) Russia

293. Largest nuclear power station is working in Ukraine. Name it?

(a) ✓ Zaporozhe power station

(b) Ukraine power station

(c) Zapo power station

(d) None of these

294. The gross output of Zaporozhe power station is:

295. The FRR is the first nuclear power station producing electricity. Where it is located?
 (a)✓ USA (b) Canada
 (c) China (d) Russia
296. 21st June (rarely 22nd June) is counted as:
 (a) Harvest day
 (b)✓ Longest day
 (c) Shortest day
 (d) None of these
297. Nitrogen is the most common element. Its ratio by volume in atmosphere is 78.8 percent. What is its ratio by mass?
 (a) 70.52 per cent
 (b) 69.52 per cent
 (c)✓ 75.52 per cent
 (d) 80.52 per cent
298. Most common element in the universe is:
 (a) Oxygen (b)✓ Hydrogen
 (c) Sulphur (d) Neon
299. Longest bone in human body is:
 (a)✓ The thigh bone or femur
 (b) Neck bone
 (c) Back bone
 (d) None of these
300. What is the length of femur in a 5 feet tall man?
 (a) 20.1 inches
 (b)✓ 19.3 inches
 (c) 11.5 inches
 (d) 15 1/4 inches
301. Smallest bone in human body is:
 (a)✓ The stapes or stirrup bone (in the middle ear)
 (b) Had bone
 (c) Finger bone
 (d) Bone in chest
302. Which is the most abundant mineral in the human body?
 (a) Oxygen (b)✓ Calcium
 (c) Nitrogen (d) Helium

Current Affairs MCQs

303. Which is the commonest element in the earth?
 (a)✓ Iron (b) Calcium
 (c) Silver (d) Manganese
304. Lightest metal is:
 (a) Carbon (b) Zinc
 (c)✓ Lithium (d) Sodium
305. Densest Metal is:
 (a) Carbon (b) Lithium
 (c)✓ Osmium (d) Manganese
306. Name the hardest element?
 (a)✓ Diamond (b) Calcium
 (c) Carbon (d) Iron
307. First clone animal is:
 (a) Dora (Dorkey)
 (b) Dolly (Muhkey)
 (c)✓ Dolly (Sheep)
 (d) Alpha (Sheep)
308. International Bank for Reconstruction and Development (IBRD) or World Bank is known as:
 (a) Largest Commercial bank
 (b)✓ Largest Development bank
 (c) First Development bank
 (d) Largest Financial bank
309. Country with the highest defence budget is:
 (a)✓ USA (b) Russia
 (c) Canada (d) China
310. Which is the most expensive painting?
 (a) Mona Lisa
 (b)✓ Portrait of on Gachet Vincent Van Gogh
 (c) Both of them
 (d) None of them
311. Name one of the richest person who is the owner of supermarket chains Walmart and Asda, with the fortune worth pound 45.3 billions?
 (a)✓ Robson Walton
 (b) Prince Muda
 (c) Bill Gates
 (d) None of these
312. The world's biggest cemetery is Ohlsdorf cemetery in Hamburg, Germany. What is its area?

- (a) 955 acres (b) 688 acres
 (c) 755 acres (d) 588 acres
313. World's tallest lighthouse is located at Yamashita Park in Yokohama, Japan. What is its name?
 (a) Iron Marine Tower
 (b) Steel Marine Tower
 (c) Japan Tower
 (d) Steel Marine Tower has the power of 600,000 candles and a visibility range of 32 km (20 miles). What is its height?
 (a) 206 meter (b) 306 meter
 (c) 406 meter (d)✓ 106 meter
314. Name the country where female ratio is less in population having only 100 females for 1000 males?
 (a) USA (b) Kuwait
 (c) Argentina (d) Afghanistan
315. Second largest country is located in North America with an area of 9,970,600 sq. km. Name the country?
 (a) USA (b)✓ Canada
 (c) Argentina (d) Mexico
316. China, located in Asia, is the third largest country in the World. Its area is:
 (a) 5,572,900 sq. km
 (b) 2,572,900 sq. km
 (c)✓ 9,572,900 sq. km
 (d) 6,572,900 sq. km
317. Which of the following is the fourth largest country with an area of 7,725,711 sq. km?
 (a) Canada (b) Russia
 (c) China (d)✓ USA
318. India, located in Asia, with an area of 3,004,063, is the:
 (a) 2nd largest country in the world
 (b)✓ 7th largest country in the world
 (c) 4th largest country in the world
 (d) 5th largest country in the world
319. Which of the following is the second most populous country, the growth rate of which is 1.72%?

- (a) China (b) USA
 (c)✓ India (d) Bangladesh
320. Mention the first Muslim woman who is elected as the president of UN general assembly?
 (a)✓ Haya Rasud Al Khahfa
 (b) Annesa Jilani
 (c) Sameena Hanbali
 (d) Shameem Irani
321. Name the first country who gave the women right to vote in 1893?
 (a) USA (b) Australia
 (c) France
 (d)✓ New Zealand
322. Which bank first time issued travelers cheque?
 (a) British Express
 (b)✓ American Express
 (c) City Bank
 (d) Russian Express
323. Larissa Latynina is the woman who won the highest number of medals in:
 (a) Asian Games
 (b) Common Wealth games
 (c)✓ Olympic Games
 (d) None of these
324. Name the recent state to join USA?
 (a)✓ Hawaii (b) New York
 (c) Alaska
 (d) None of these
325. Maureen Connolly is the first woman who won:
 (a)✓ Grand Slam
 (b) Wimbledon
 (c) British Open
 (d) US Open
326. Don Budge is the tennis player who first time won the Grand Slam. Name that Tennis player who Wimbledon singles championship five consecutive times?
 (a)✓ Don Budge (b) Bjorn Borg
 (c) Boris Baker
 (d) None of these
327. The paper currency was first introduced by:

- (a) Egypt (b) Greece
(c)✓ China (d) Italy
- 329 Which is the longest river in Asia?
(a) Indus (b) Ganges
(c) Brahmaputra (d)✓ Yangtze
- 330 Which is the world's largest internet search engine?
(a) Yahoo (b) Gigablast
(c)✓ Google (d) MSN Search
- 331 Who is the world's longest current reigning Monarch?
(a) King of Japan
(b)✓ King of Thailand
(c) Queen of England
(d) King of Sweden
- 332 Which one is the first International Organization?
(a) United Nations
(b) Common Wealth
(c) Organization of African Unity
(d)✓ League of Nations
- 333 Which of the following is the world's oldest International Human Rights Organization?
(a)✓ Anti-Slavery
(b) Amnesty International
(c) Freedom House
(d) Asia Watch
- 334 The world's highest life expectancy at birth is in Japan while the lowest is in:
(a) Niger (b)✓ Rwanda
(c) Zambia
(d) None of these
- 335 Which of the following countries is the highest solar energy user in the world?
(a) Switzerland (b)✓ Germany
(c) Netherlands
(d) None of these
- 336 The world record of highest Test (cricket) Score by a team is of:
(a)✓ Sri Lanka (b) India
(c) Australia (d) West Indies
- 337 Which is the biggest bird?
(a) Eagle (b) Owl

- (c) Kiwi (d)✓ Ostrich
- 338 When the first 'Islamic Satellite' or crescent sighting will be launched from Egypt?
(a) 2006 (b) 2007
(c) 2008 (d)✓ 2010
- 339 What was the name of the world's first USSR's artificial satellite sent into space in 1957?
(a) Explorer 1 (b)✓ Sputnik 1
(c) Apollo 1 (d) Challenger 1
- 340 The world's largest coral reef 'The Great Barrier Reef' is in which country?
(a) Canada (b) Sweden
(c)✓ Australia (d) France
- 341 America sent spacecraft on every planet in the solar system except:
(a) Mercury (b) Venus
(c) Jupiter (d)✓ Pluto
- 342 According to a recent World Bank report which is the most polluted city of the world?
(a)✓ Beijing (b) Delhi
(c) Karachi
(d) Mexico City
- 343 Neil Armstrong was the first man landed on Moon. He was followed by:
(a)✓ Edwin E. Aldrin
(b) Michael Allen Collins
(c) Peter Conrad
(d) Alan Lavern Bean
- 344 Mention the smallest Muslim country by population in the world?
(a) Bahrain (b) Kuwait
(c) Qatar (d)✓ Maldives
- 345 Who is world's longest serving current republican Head of State?
(a) Eamon de Valera of Ireland
(b) Fidel Castro of Cuba
(c) Akihito of Japan
(d)✓ Omar Bongo of Gabon
- 346 Who has the honour of becoming Oldest Head of State elected in a popular election (he was re-elected

- President of Ireland aged 84 in 1996)
(a) Eamon de Valera
(b)✓ Del Casado
(c) Omar Bongo
(d) None of the above
- 347 Mention the longest serving Head of State of the 20th Century?
(a) Emperor Hirohito of Japan
(b)✓ Vincent Aiyer of Ceylon
(c) Peter Conrad
(d) Alan Lavern Bean of China
- 348 Mention the smallest Muslim country by population in the world?
(a) Bahrain (b) Kuwait
(c) Qatar (d)✓ Maldives
- 349 Which is the world's largest Islamic country by population?
(a) Sudan (b) Kazakhstan
(c)✓ Indonesia (d) Pakistan
- 350 Which country has won World Cup for ball five times?
(a) Italy (b)✓ Brazil
(c) Germany
(d) None of these
- 351 Who was the first Viceroy of British India?
(a)✓ Lord Parnell
(b) Lord Lyton
(c) Lord Clive
(d) Lord Hardings
- 352 Who is the tallest man in the world?
(a) Ahmad Bhai
(b) Alan Channa
(c) Bir Hella
(d)✓ Robert Pershing Wadlow
- 353 Who is the shortest?
(a) Ahmad Sardar
(b) David Renzo
(c)✓ Gul Monarimed
(d) Saleem Pasha
- 354 Mention the heaviest man in the world.
(a) Jon Brower David
(b)✓ Jon Brower Minnoch
(c) Gul Naseer
(d) None of the above

355. Mention the heaviest woman.
(a)✓ Carol Yager
(b) Anna Banai
(c) Seta Yager
(d) Sameeta Parao
356. Which is the first regular television service in the world?
(a) VOA (b) VOG
(c) BBC
(d)✓ Deutsches Fernsehnetz
357. Mention the longest continuously operating television channel in the world.
(a)✓ Fernsehnetz
(b) BBC
(c)✓ BBC One (d) VOA
- 358 Which is the least densely populated country?
(a) Italy (b)✓ Mongolia
(c) Germany (d) Brazil
359. Pick out the newest country (as a successor state).
(a)✓ Serbia (b) Agne
(c) Sarajevo (d) Dardar
360. Which is the largest international organisation?
(a) Asia Watch
(b)✓ United Nations
(c) Interpol
(d) Amnesty International
361. Mention the largest trade bloc (by the number of people).
(a) European Union
(b)✓ SAARC
(c) NAFTA
(d) None of the above
362. Pick out the largest trade bloc (by terms of GDP (PPP)).
(a)✓ NAFTA
(b) European Union
(c) SAFTA (d) SAFTA
363. Treaty of Windsor is the peace distance treaty of the operation Among which countries is it signed?
(a) USA and Canada
(b)✓ England and Egypt

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 (b) Alam Channa
 (c) Bin Baha
 (d) Robert Pershing Wadlow
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 (c) Gul Mohammed
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 (a) Jpr Brower David
 (b) Jan Brower Minnoch
 (c) Gul Naseer
 (d) None of the above

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 (b) Anna Barak
 (c) Sofia Yager
 (d) Marietta Parsh
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 (a) VOA (b) VOG
 (c) Bist
 (d) Deutsche Fernsehfunk
357. Mention the first continuous operating television channel in the world?
 (a) Bist
 (b) HPC
 (c) BRC One (d) VOA
358. Which is the least densely populated country?
 (a) Iraq (b) Mongolia
 (c) Germany (d) Brazil
359. Pick the best country for a succession state?
 (a) Serbia (b) China
 (c) Russia (d) India
360. Which is the oldest international organization?
 (a) Anti-Slavery
 (b) United Nations
 (c) Amnesty International
 (d) Amnesty International
361. Mention the largest trade union in the world?
 (a) International Union of Pure and Applied Chemists
 (b) ILO
 (c) IATA
 (d) American Federation of Labor
362. Pick the largest trade union in the world?
 (a) ILO
 (b) IATA
 (c) ILO
 (d) ILO
363. Pick the largest trade union in the world?
 (a) ILO
 (b) IATA
 (c) ILO
 (d) ILO

- (c) England and Australia
(d) France and Portugal
364. Althing is the oldest parliament in the world. Of which of the following countries this parliament belongs?
(a) England (b) Poland
(c) Germany (d) Iceland
365. National Council is the smallest parliament in the world. To which country this parliament belongs?
(a) England (b) Monaco
(c) France (d) Poland
366. Which is the largest cabinet in the world?
(a) Canada (b) Sweden
(c) State Council, China
(d) France
367. Which is the first country to allow women to stand for election?
(a) USA (b) Belgium
(c) Morocco (d) Norway
368. Who is the oldest parliamentarian to win an election?
(a) Senator Strom Thurmond
(b) Senator Thomas Moore
(c) Senator G Washington
(d) Senator Clinton
369. Who is the youngest parliamentarian to win an election?
(a) Lawrence Springborg
(b) Michael Allen Collins
(c) Peter Conrad
(d) Alan Lavern Bean
370. Name the first parliamentarian?
(a) Peter Conrad
(b) Alan Lavern Bean
(c) Thomas Moore
(d) Georgin Beyr
371. What is uniqueness of Imperial House of Japan, Japan?
(a) It is oldest monarchy
(b) It is longest monarchy
(c) Both of above
(d) None of above
372. The longest serving head of state ever was King Pept II. To which country

- he did belong?
(a) Egypt (b) Lebanon
(c) Persia (d) England
373. Oldest serving President of a country is Ratu Josefa Tono Iloilo. Mention his country.
(a) Fiji (b) Singapore
(c) Japan (d) Thailand
374. Which country has most number of heads of state (seven)?
(a) Bahrain (b) Mexico
(c) Belgium (d) Switzerland
375. Which of the following is the highest valued currency unit?
(a) US dollar (b) Euro
(c) Kuwaiti dinar
(d) British Pound
376. Pick out the lowest valued currency unit.
(a) Vietnamese dong
(b) Italy lira
(c) Malta dollar
(d) Bangladesh rupee
377. Which of the following enjoys the highest rate of inflation?
(a) Zimbabwean dollar
(b) Thai baht
(c) Italian lira
(d) Vietnamese dong
378. With which currency the highest of inflation (historical) is recorded?
(a) Thai Baht
(b) Italian lira
(c) Zimbabwean dollar
(d) Hungarian pengo
379. With which currency the lowest rate of inflation is associated?
(a) Barbados dollar
(b) Euro
(c) US dollar
(d) Indian rupee
380. Mention the country with the highest GDP per capita?
(a) S Africa
(b) Luxembourg
(c) America (d) Germany
381. The country with the lowest GDP per

- capita?
(a) Malawi (b) Bhutan
(c) Maldives (d) Congo
382. Mention the country where we can find highest rate of income tax.
(a) France (b) Denmark
(c) USA (d) Australia
383. In which country highest rate of income tax (historical) is recorded?
(a) USSR (b) Sweden
(c) Brazil (d) Hungary
384. The largest pyramid is Great Pyramid of Cheops. What is its size?
(a) 5.45 million m³
(b) 3.45 million m³
(c) 4.45 million m³
(d) 2.45 million m³
385. The tallest pyramid, Great Pyramid of Giza. What is its current height?
(a) 148.8 meter (b) 138.8 meter
(c) 128.8 meter (d) 133.8 meter
386. The largest sculpture in the world is the Statue of Liberty. What is its weight?
(a) 24000 tons (b) 14000 tons
(c) 22000 tons (d) 29000 tons
387. Which is the largest commercial aircraft?
(a) Concord (b) C-130
(c) Antonov An-225
(d) None of these
388. Mention the largest passenger aircraft?
(a) Airbus A180
(b) Airbus A380
(c) Jumbo (d) Concord
389. Which is the longest naval vessel?
(a) Russian Agatha
(b) USS Enterprise
(c) French Augusta
(d) None of these
390. Mention the largest battleship?
(a) Japanese battleship Yamato
(b) US Great Washington
(c) Chinese Great Warrior
(d) French Great Sea
391. Akashi-Kaikyo Bridge Kobe-Narito Route, Japan is the world's largest suspension bridge. What is its span?
(a) 1991 meter (b) 5,000 meter

- (c) 1001 meter (d) 1750 meter
392. Which of the following countries has the longest coastline?
(a) Brazil
(b) New Zealand
(c) Norway
(d) Sweden
393. Which of the following countries has the longest desert?
(a) India (b) China
(c) Saudi Arabia (d) China
394. The saltiest sea is:
(a) Red Sea
(b) Mediterranean Sea
(c) Red Sea (d) Dead Sea
395. The longest airport in the world is Qando Bangda Airport. Bangda, Qando.
(a) China (b) India
(c) Saudi Arabia (d) Russia
396. Identify the largest continent among the followings?
(a) Europe (b) Asia
(c) America (d) Africa
397. The percentage of the world's human population is living in the continent?
(a) 60% (b) 20%
(c) 30% (d) 50%
398. The population of Asia is:
(a) 4 billion (b) 2.1 billion
(c) 1.6 billion (d) 3.6 billion
399. The least populous continent is:
(a) Europe (b) America
(c) Antarctica
(d) None of these
400. Continent Australia's population is:
(a) 11.15 million
(b) 18.6 million
(c) 10.16 million
(d) 12.17 million
401. The distinction of the continent Antarctica is:

- (a) Most populated continent
(b) Least populated continent
(c)✓ Uninhabited Continent
(d) Warmest continent
403. In land size which is the largest country?
(a) India (b)✓ Russia
(c) China (d) America
404. The area of the Russia is:
(a)✓ 17,075,400 sq. km
(b) 19,075,400 sq. km
(c) 21,075,400 sq. km
(d) 21,075,400 sq. km.
405. Vatican City is the smallest country in the world. What is its total area?
(a) 111.2 acres (b) 115.4 acres
(c)✓ 108.7 acres (d) 118.2 acres
406. Rudi Koertzen a famous Umpire of Cricket belongs to.
(a)✓ South Africa (b) England
(c) Australia
(d) New Zealand
407. The famous batsman Michael Clarke belongs to.
(a) England (b)✓ Australia
(c) Sri Lanka
(d) New Zealand
408. The famous batsman Michael Hussey belongs to:
(a)✓ Australia (b) England
(c) New Zealand (d) Sri Lanka
409. A famous bowler Mitchell Johnson belongs to which country?
(a) England
(b) New Zealand (c)✓ Australia
(d) Sri Lanka
410. Doug Bollinger a famous player of cricket belongs to which country.
(a)✓ Australia
(b) New Zealand
(c) England
(d) Sri Lanka
411. Name the black president of America who won the Nobel Prize for Peace in 2009-2010
(a)✓ Barack Obama
(b) Michael Crystal
(c) David Hudson
(d) None of these

412. Admiral Mike Mullen the top military commander visited the Pak star and pointed out the problems in Afghanistan
(a) Britain (b) Germany
(c)✓ US (d) Russia
413. The world foot ball cup of 2010 won by
(a) Germany (b)✓ Spain
(c) Argentina (d) Italy
414. The Pakistan Cricket Team under the captainship of Salman Butt defeated the _____ after 15 years at Leeds in July 2010 in test match
(a) England (b) India
(c) Sri Lanka (d)✓ Australia
415. Who is Lasith Malinga?
(a)✓ A fast bowler of Sri Lanka
(b) A bats man of India
(c) A wicket keeper of Australia
(d) None of these
416. Next Olympics will be held on
(a) 2011 (b)✓ 2012
(c) 2013 (d) 2014
417. What is the portfolio of Hillary Clinton in US Administration?
(a) Trade Minister
(b) Interior Minister
(c) Vice President
(d)✓ Foreign Minister
418. Saeeda Warsi is the co-chairperson of Conservative Party of England, she belongs to
(a) Gujrat (b) Lahore
(c)✓ Gujrat Khan (d) Islamabad
419. BJP is the leading political party of
(a) Sri Lanka (b) Bangladesh
(c)✓ India (d) Iran
420. China consumed 2.2 bn metric tons of oil equivalent in 2009, compared to the 2.17 bn metric tons consumed by the _____
(a) England (b) Australia
(c)✓ US (d) Russia
421. Which country is considered the largest democracy among the world?
(a) America (b)✓ India
(c) Russia (d) Canada

422. The smallest republic is:
(a) Kuwait (b)✓ Nauru
(c) Iraq (d) Maldives
423. The area of Nauru is:
(a)✓ 21 sq. km (b) 128 sq. km
(c) 224 sq. km (d) 221 sq. km
424. Kalaallit Nunaat (formerly Greenland) is known as the:
(a) Smallest Island
(b) Most inhabitant Island
(c)✓ Largest Island
(d) Least inhabitant Island
425. What is the area of the largest Island Kalaallit Nunaat?
(a)✓ 2,175,000 sq. km
(b) 6,175,000 sq. km
(c) 8,175,000 sq. km
(d) 9,175,000 sq. km
426. Which is the largest peninsula?
(a) Gulf of Eden (b) Africa
(c)✓ Arabia (d) Sahara
427. The area of Peninsula 'Arabia' is about:
(a)✓ 7,009,000 sq. km
(b) 3,009,600 sq. km
(c) 8,000,000 sq. km
(d) 4,009,900 sq. km.
428. Biggest country in population is
(a)✓ China (b) Russia
(c) India (d) USA
429. The Nobel Peace Prize 2015-16 was awarded to National Dialogue Quartet for its decisive contribution to the building of a pluralistic democracy in the wake of the Jasmine Revolution of 2011.
(a)✓ Tunisia (b) Iran
(c) UK (d) India
430. The Nobel Prize in 2015-16 was awarded jointly to Takaaki Kajita and Arthur B McDonald for the discovery of neutrino oscillations, which shows that neutrinos have mass.
(a)✓ Physics
(b) Chemistry
(c) Literature
(d) Medicine

431. The Nobel Prize in 2015-16 was awarded jointly to Tomas Lindahl, Paul Modrich and Aziz Sancar for mechanistic studies of DNA repair.

- (a) Physics
(b)✓ Chemistry
(c) Literature
(d) Medicine

432. The Nobel Prize 2015-16 was divided, one half jointly to William C Campbell and Satoshi Omura for their discoveries concerning a novel therapy against infections caused by *Leishmania* parasites and the other half to Youyou Tu for her discoveries concerning a novel therapy against Malaria.

- (a) Physics
(b) Chemistry
(c) Literature
(d)✓ Medicine

433. The Nobel Prize in 2015-16 was awarded to Svetlana Alexievich for her polyphonic writings monument to suffering and courage in our time.

- (a)✓ Literature
(b) Physics
(c) Medicine
(d) Economics

434. The Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel 2015-16 was awarded to Angus Deaton for his work on understanding differences in health and wealth.

- (a)✓ Literature
(b) Physics
(c) Medicine
(d) Economics

General Knowledge - MCQs

MODEL PAPER - I

- Pakistan-Afghanistan border 'Durand Line' was drawn in 1893 by Sir Mortimer Durand and Afghanistan's ruler:
 - Amir Aman Ullah Khan
 - Abdur Rehman Khan
 - Habib Ullah Khan
 - Sardar Daud Khan
- Ganji Bar is the area between the two rivers of Pakistan:
 - Ravi and Sutlej
 - Ravi and Chenab
 - Chenab and Jhelum
 - Ravi and Indus
- From where river Ravi originates:
 - Northern Arcus of Pakistan
 - Himachal Pradesh
 - Azad Kashmir
 - None of these
- Which is the longest river in the sub-continent?
 - Indus
 - Ravi
 - Brahmaputra
 - Chenab
- The lowest per capita income in the Muslim World is of:
 - Uganda
 - Somalia
 - Sierra Leone
 - Niger
- The paper currency was first introduced by which country?
 - Egypt
 - Greece
 - China
 - Italy
- The longest river in Asia is:
 - Indus
 - Ganges
 - Brahmaputra
 - Yangtze
- 'Spratly Islands' in the South China Sea are disputed between China and:
 - Vietnam
 - Malaysia
 - Philippines
 - All of the above
- After United States, the largest number of inventions in the last two decades belongs to:
 - Britain
 - Japan
 - Finland
 - Germany

- Pakistan's Air Force Headquarters was shifted from Chaklala to Islamabad on:
 - June 1, 2005
 - July 1, 2005
 - August 1, 2005
 - September 1, 2005
- Who is called 'Father of Computer'?
 - Charles Babbage
 - Thomas Kurtz
 - Konrad Zuse
 - None of the above
- How many rivers are present in Pakistan?
 - 24
 - 26
 - 28
 - 30
- The world's largest Internet search engine is:
 - Yahoo
 - Gigamon
 - Google
 - MNS Search
- The world's longest current reigning Monarch is:
 - King of Japan
 - King of Thailand
 - Queen of England
 - King of Sweden
- The most common element in the universe is:
 - Iron
 - Hydrogen
 - Oxygen
 - Nitrogen
- The world's oldest international Human Rights Organization is:
 - Anti-Slavery
 - Amnesty International
 - Freedom House
 - Asia Watch
- Wisdom teeth normally grow during the age of:
 - 17-30 years
 - 12-15 years
 - 30-40 years
 - 40-45 years
- 'Silicon Valley' in California USA is famous for:
 - Artificial Lakes
 - Rare Birds
 - Film Studios
 - Computer Industries

- Computer Industries Association one is the first international organization:
 - United Nations
 - Commonwealth
 - Organization of African Unity
 - League of Nations
- President George Bush has created 'Millennium Challenge Account' for:
 - Help poor countries pursuing democratic ideals
 - Support war against terrorism
 - Improve national security network
 - Provide financial aid to Iraq and Afghanistan
- Which of the following countries is the highest solar energy user in the world?
 - Switzerland
 - Germany
 - Netherlands
 - None of the above
- According to a scientific research, the oldest known human disease is:
 - Plague
 - Cholera
 - Tuberculosis
 - Leprosy
- 'Plutocracy' is such government run by:
 - Scholars
 - Illiterates
 - Wealthy class
 - Poor class
- 'Braille System' is used for the education of:
 - Deaf
 - Dumb
 - Blind
 - All of the above
- 'Farakka Barrage' over river Ganges is disputed between India and:
 - Pakistan
 - Sri Lanka
 - Nepal
 - Bangladesh
- The biggest bird is:
 - Eagle
 - Owl
 - Krui
 - Ostrich
- Glaciers are found on every continent except:
 - Africa
 - Australia
 - South America
 - North America

- 'The Night Watch' is the famous painting of:
 - Rembrandt
 - Michelangelo
 - Pablo Picasso
 - Leonardo da Vinci
- 'Causeway' is:
 - An underground passage
 - A road on bridge
 - A raised path over marsh or water
 - None of the above
- 'Coal' is the largest source of energy in:
 - Russia
 - China
 - India
 - Canada
- 'Khaki Shadows' a book on the military's role in the politics of Pakistan was written by:
 - Mirza Aslam Baig
 - K.M. Arif
 - Hasan Askari Rizvi
 - None of the above
- In violation of Indus Basin Treaty 1960, India has constructed:
 - Wullar Barrage
 - Salal Dam
 - Baglihar Dam
 - All of the above
- Human Rights Organization 'Freedom House' is based in:
 - Geneva
 - Washington
 - London
 - Paris
- When 'One Unit' was made who was Prime Minister at that time?
 - Liaquat Ali
 - Ch. Muhammad Ali
 - Ghulam Muhammad
 - None of the above
- Radcliffe was:
 - A lawyer
 - A member of Privy Council
 - British Minister
 - None of the above
- The largest reserves of coal are found in Pakistan:
 - Makerwal
 - Khost
 - Sor
 - None of the above

37. Name the country having its land in two continents:
 (a) Turkey (b) Japan
 (c) Pakistan (d) None of the above
38. China exploded its first nuclear bomb on:
 (a) 16 October 1964
 (b) 16 March 1964
 (c) 16 May 1964
 (d) 16 April 1964
39. Which fort is located at the highest point of Khyber Pass?
 (a) Ali Masjid Fort
 (b) Bala Hisar Fort
 (c) Altit Fort
 (d) None of these
40. "Panama Canal" was made to connect:
 (a) Pacific & Indian Ocean
 (b) Pacific and Atlantic Ocean
 (c) Pacific and Arctic Ocean
 (d) Atlantic and Indian Ocean
41. What is the total area of Pakistan?
 (a) 796095 sq. km
 (b) 796096 sq. km
 (c) 896095 sq. km
 (d) None of the above
42. The smallest river of Pakistan:
 (a) Jhelum (b) Ravi
 (c) Sindh (d) None of the above
43. Pakistan became the member of UNO:
 (a) 1947 (b) 1948
 (c) 1950 (d) None of the above
44. Pakistan became the member of NAM:
 (a) 1979 (b) 1955
 (c) 1980 (d) None of the above
45. "Pir Pur Report" was presented by:
 (a) Quaid-i-Azam
 (b) Raja Muhammad Mehdi
 (c) Allama Iqbal
 (d) None of the above
46. Which "Viceroy" had the shortest period?
 (a) Mountbatten
 (b) Lord Curzon

General Knowledge - MCQs

- (c) Lord Harding
 (d) None of the above
47. Simla Conference was held in:
 (a) 1942 (b) 1945
 (c) 1946 (d) 1947
48. All-India Muslim League was established in:
 (a) 1905 (b) 1904
 (c) 1906 (d) 1907
49. Who was the first Civilian Martial Law Administrator?
 (a) Zulfiqar Ali Bhutto
 (b) Ayub Khan
 (c) Iskandar Mirza
 (d) None of the above
50. Name the personality who was President and Governor-General of Pakistan:
 (a) Iskandar Mirza
 (b) Liaqat Ali Khan
 (c) Ghulam Muhammad
 (d) None of the above
51. Terbela dam is 10,300 feet (3140 m) long. What is its height?
 (a) 400 feet (b) 454 feet
 (c) 369 feet (d) 500 feet
52. Which is the cultural capital of Pakistan?
 (a) Multan (b) Karachi
 (c) Lahore (d) Peshawar
53. Quaid-i-Azam joined in Muslim League:
 (a) 1906 (b) 1913
 (c) 1936 (d) 1940
54. Who first used the word "Pakistan"?
 (a) Begum Rana Liaqat Ali Khan
 (b) Allama Iqbal
 (c) Ch. Khalique-ul-Zaman
 (d) Ch. Rahmat Ali
55. Who wrote the famous love story "Sohni Mahwal"?
 (a) Waris Shah
 (b) Hasham Shah
 (c) Bullah Shah (d) Fazal Shah
56. Cynophobia is a fear of:
 (a) Dogs (b) Darkness
 (c) Wealth (d) None of these

General Knowledge - MCQs

- How many planets are there in the solar system:
 (a) 9 (b) 10
 (c) 15 (d) 16
- Which is the largest planet of the solar system:
 (a) Jupiter (b) Mercury
 (c) Mars (d) None of the above
- Rs. 5 currency notes bowed out of circulation on:
 (a) June 30, 2005
 (b) July 30, 2005
 (c) August 30, 2005
 (d) December 30, 2005
- "Vitamin A" is found in:
 (a) Wheat (b) Water
 (c) Milk (d) Dairy Products
- Deficiency of "Vitamin A" causes:
 (a) Night blindness
 (b) Day blindness
 (c) Full blindness
 (d) None of the above
- The total quantity of blood in a human body is:
 (a) 3-5 liter (b) 7-8 liter
 (c) 10-12 liter (d) None of the above
- Water is found in pure blood:
 (a) 50% (b) 60%
 (c) 80% (d) None of the above
- Arab Maghreb Union was established on:
 (a) 17 Feb, 1989
 (b) 17 Feb, 1990
 (c) 17 Feb, 1991
 (d) 17 Feb, 1992
- Asian Development Bank was established on 1966:
 (a) 16 January (b) 18 January
 (c) 20 January (d) 22 January
- Gulf Co-operation council was established on 1981:
 (a) 25 May (b) 27 May
 (c) 28 May (d) 29 May
- IMF was established on 27 December:
 (a) 1940 (b) 1944
 (c) 1945 (d) 1949
- Minsk is capital of:
 (a) Belarus (b) Latvia
 (c) Ukraine (d) Kyrgyzstan
- Inflation means that money:
 (a) Rise in value
 (b) Falls in value
 (c) Becomes scarce
 (d) Become large in denomination
- Which of the following of refinery has the largest operating capacity in Pakistan:
 (a) Attack Oil Refinery
 (b) Pak-Arab Oil Refinery
 (c) National Oil Refinery
 (d) None of the above
- Ghulam Muhammad Barrage was constructed on river:
 (a) Kabul (b) Swat
 (c) Jhelum (d) Indus
- Two much presence of the one of the following salts in human blood increase the risk of heart attack. The salt is:
 (a) Potassium (b) Calcium
 (c) Iron (d) Magnesium
- "NADRA" stands for:
 (a) North Atlantic Defence related Agreement
 (b) Navy-Army Direction and Recruitment Authority
 (c) National Database and Registration Authority
 (d) National Data Research Agency
- Scurvy is a disease caused by the deficiency of:
 (a) Vitamin A (b) Vitamin C
 (c) Calcium (d) Vitamin E
- The most abundant element found in the earth's crust is:
 (a) Oxygen (b) Iron
 (c) Aluminum (d) Silicon
- What do you understand by "Autopsy"?
 (a) A Dental diseases
 (b) Postmortem examination of a body
 (c) A drug, which destroy germ

- (d) Method of writing autobiography
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 (a) Electronic Target System
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 (d) None of the above

General Knowledge - MCQs

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 (d) None of the above
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 (a) Louis Braille of France
 (b) John Walker of USA

General Knowledge - MCQs

- (c) Arnold A.H. of UK
 (d) None of the above
- What is Intelsat III?
 (a) A global telecommunication satellite stationed over the Indian Ocean at a height of 35,000kms
 (b) Unit of high resistance
 (c) Name of Satellite
 (d) None of the above
- The "Great Charter" of England, which declared the rights and liberties, called as Magna Carta, who signed it?
 (a) King John I
 (b) King John II
 (c) King John III
 (d) None of the above
- Which country commonly known as "Sugar bowl of the World"?
 (a) Spain (b) Cuba
 (c) Finland (d) UK
- Name the largest island of the world:
 (a) Greenland (b) Iceland
 (c) Netherland
 (d) None of the above
- Name the city, which is famous as "Forbidden city".
 (a) Lhasa (b) Tokyo
 (c) Rome (d) London

Answers

- | | | | |
|---------|---------|---------|---------|
| 1. (b) | 2. (a) | 3. (b) | 4. (c) |
| 5. (b) | 6. (c) | 7. (d) | 8. (d) |
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| 21. (b) | 22. (b) | 23. (c) | 24. (c) |
| 25. (d) | 26. (d) | 27. (a) | 28. (a) |
| 29. (c) | 30. (a) | 31. (b) | 32. (a) |
| 33. (b) | 34. (b) | 35. (a) | 36. (a) |
| 37. (a) | 38. (a) | 39. (a) | 40. (d) |
| 41. (b) | 42. (b) | 43. (a) | 44. (a) |
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|---------|---------|---------|----------|
| 77. (a) | 78. (c) | 79. (b) | 80. (b) |
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MODEL PAPER - II

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General Knowledge - MCQs

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| 49. (a) | 50. (a) | 51. (b) | 52. (c) |
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(c) Sweden (d) Spain

9. Durand Cup is famous for:
(a) Cricket (b) Tennis
(c) Hockey (d) Football
10. _____ is a judicial order to produce the detinue in the court which is in illegal custody of Police or any person:
(a) Habeas Corpus
(b) Appeal
(c) Revision (d) Review
11. Name the person who was famous for his "Blood and Iron Policy":
(a) Hitler (b) Napoleon
(c) Bismark (d) None of the above
12. Name the planet, which lies at the outermost orbit of the solar system:
(a) Earth (b) Pluto
(c) Saturn (d) Jupiter
13. What is common between the two American presidents in Roosevelt and Woodrow Wilson?
(a) They won the Peace Nobel Prizes
(b) They fought the wars against Russia
(c) They are the father and son
(d) None of the above
14. _____ is the study of the analysis of human handwriting:
(a) Topology (b) Graphology
(c) Morphology (d) None of the above
15. Mention the birth place of Napoleon:
(a) Corsica Island
(b) Greenland
(c) London (d) Warsaw
16. Who founded "Boy Scout" and "Girl Guides" in England?
(a) A.H. Powell
(b) Baden Powell
(c) Jhonson
(d) Henery Amerson
17. The name of an Indian city Calcutta was changed to Kolkata on:
(a) Dec. 23, 2000
(b) Dec. 24, 2000

General Knowledge - MCQs

- (c) Dec. 25, 2000
(d) Dec. 26, 2000
18. Michael Jackson is a world's renowned pop singer of which country:
(a) USA (b) UK
(c) Russia (d) Switzerland
19. George W Bush replaced President Bill Clinton of USA as the
(a) 40th President
(b) 42nd President
(c) 43rd President
(d) 44th President
20. Which of the following courtier accepted Akbar's Deen-i-Ilahi:
(a) Raja Maan Singh
(b) Birbul
(c) Abul Fazal (d) Faizi
21. Where is 'Niagara Falls' situated?
(a) North America
(b) South America
(c) Africa (d) Europe
22. When did world nations celebrate environment day?
(a) June 7, 2005
(b) June 8, 2005
(c) June 9, 2005
(d) June 10, 2005
23. After Christianity and Islam, the biggest religion is:
(a) Judaism (b) Shintoism
(c) Buddhism (d) Hinduism
24. International Day against drug abuse is observed on _____ throughout the world:
(a) June 26, 2005
(b) June 29, 2005
(c) June 20, 2005
(d) June 15, 2005
25. Photosynthesis takes place in the presence of:
(a) Moon light (b) Sunlight
(c) Moisture
(d) Carbon Dioxide
26. Cell for the first time was discovered by:

General Knowledge - MCQs

- (a) Robert Browne
(b) Robert Hook
(c) Fleming
(d) None of these
27. What is a Citadel?
(a) A Rock (b) A fortress
(c) A marshy place
(d) None of these
28. Pedology is a _____
(a) The study of soil
(b) The study of skin
(c) The study of tissues
(d) None of these
29. On which river is the Aswan Dam constructed
(a) River Nile (b) River Indus
(c) River Danube
(d) None of these
30. Red blood cells in human body carry:
(a) Oxygen (b) Water
(c) Salt
(d) None of these
31. NPT (Nuclear Proliferation Treaty) came into force on
(a) March 5, 1968
(b) March 5, 1969
(c) March 5, 1970
(d) March 5, 1971
32. Cod liver oil contains:
(a) Vitamin A (b) Vitamin B₁
(c) Vitamin C (d) Vitamin D
33. The American word used for people who fly in space is:
(a) Astronaut (b) Cosmonaut
(c) Lunarnaut
(d) None of these
34. When was the first system of English short hand devised?
(a) 1502 (b) 1602
(c) 1802 (d) 1902
35. China is situated in:
(a) Eastern part of Asia
(b) Western part of Asia
(c) Northern part of Asia
(d) None of these
36. Rukn-e-Yemaani is the South Western corner in the direction of:
(a) Iraq (b) Syria
(c) Yemen (d) Iran
37. The tiny air sacs in the lung tissues are called
(a) Bronchi (b) Cartilage
(c) Alveoli (d) Capillaries
38. An artery is a vessel carrying:
(a) Oxygenated blood
(b) Blood to the liver
(c) Blood to heart
(d) Blood from the heart
39. Seismograph is an instrument:
(a) To record the current
(b) To record the earthquake
(c) To check the movement of the waves
(d) None of the above
40. The quantity of charge that is stored in a condenser is measured in:
(a) Volts (b) Watts
(c) Coulombs (d) Henries
41. A structure present in all cells is:
(a) Chloroplast (b) Cell wall
(c) Food vacuole
(d) Cell membrane
42. Which country is the leading producer of wood pulp in the world?
(a) Canada (b) Russia
(c) USA (d) Japan
43. Hypsometer is an instrument use for measuring:
(a) Height above sea level
(b) Electric energy
(c) Heat intensity of sunrays
(d) None of these
44. In the human circulatory system blood returns to the heart from the lungs through:
(a) Superior vena cava
(b) Pulmonary veins
(c) Inferior vena cava
(d) None of these
45. The birthplace of Hazrat Isa (A.S) is:
(a) Cairo (b) Baghdad